DOCUMENT RESUME

ED 206 857 CE 029 946

TITLE	Resources in Vocational Education. Volume 13, Number 6. 1980.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, D.C.
BUREAU NO	498MH00014
PUB DATE	80
CONTRACT	300-78-0032
NOTE	98p.
JOURNAL CIT	Resources in Vocational Education; v13 n6 1980
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Abstracts; Curriculum Development; Data Bases; *Educational Research; *Educational Resources; Information Systems; Periodicals; Professional Associations; Research Coordinating Units; *Research Projects; *Research Proposals; Research Reports; *Technical Education; *Vocational Education
IDENTIFIERS	*ERIC

ABSTRACT

Abstracts of 98 documents of research, instructional, and other materials in vocational and technical education, drawn from the Educational Resources Information Center (ERIC) data base, and abstracts of 112 funded projects in progress are included in this publication. Document resumes are indexed by subject, author, and institution. Projects in progress are organized by state (and indexed by state and by subject), and include resumes or research projects, exemplary and innovative projects, and curriculum development projects. The document also contains a section on organizational resources, which lists names and addresses for research coordinating units, vocational and technical education periodicals, professional associations, and information systems and networks. The Program Improvement Data Base of the National Center Clearinghouse of the National Center for Research in Vocational Education is profiled. Ordering information for documents and subscriptions is is provided. (The full text of most documents announced in this publication is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Resources in Vocational Education 13

1980 Volume 13 Number 6

ED206857

CE 029 946

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED 182 499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED 189 445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED 190 848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED 174 731

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED 189 362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Funding Information

Project Title: National Center for Research in Vocational Education, Dissemination and Utilization Function

Contract Number: 300780032

Project Number: 498MH00014

Educational Act under Which the Funds Were Administered: Education Amendments of 1976, P.L. 94-482

Source of Contract:
U.S. Department of Education
Office of Vocational and Adult Education
Washington, DC

Contractor:
The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director: Robert E. Taylor

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Contents

Information Products ii

Foreword v

DOCUMENTS

Resumes 1

Indexes

Subject Index 25

Author Index 37

Institution Index 41

PROJECTS IN PROGRESS

Resumes 45

Project Titles by State 67

Subject Index 71

ORGANIZATIONAL RESOURCES

Research Coordinating Units 83

Vocational and Technical Education Periodicals 87

Professional Associations 89

Information Systems and Networks 91

Profile 93

How to Order Documents 95

How to Order Subscriptions 99

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s)

Title

Organization where document originated

Date published

Contract or Grant Number

Alternate source for obtaining documents

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability. "MF" means microfiche. "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

ED 181 219 CE 023 729

Matejic, Denise M.

Helping Families Adjust to Economic Change. A Project Report.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.

Report No.—XY2123

Pub Date—79

Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.

Identifiers—Income Groups, New Jersey

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

Clearinghouse accession number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number—assigned by originator

Descriptive Note (pagination first)

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors

Informative Abstract

Abstractor's initials

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 177 317 **CE 022 753**

Wheeler, Jeanette D. And Others

Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-66601-3/79-FR(3)

Pub Date—79

Contract—300-77-0318

Note—240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755

Pub Type—Reports—Descriptive (141), Reports—Research/Technical (143)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Program Effectiveness, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, Program Evaluation, Sex Fairness

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH).

ED 177 318 **CE 022 754**

Dahl, Peter R. And Others

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-66601-3/79-FR(4)

Pub Date—79

Contract—300-77-0318

Note—238p.; For related documents see CE 022 751-755

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055), Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Evaluation Methods, *Program Evaluation, *Research Methodology, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Administrator Guides, Data Collection, Questionnaires, Research Design, Sex Fairness

This replication handbook describes procedures and provides instruments which educators can use to assess sex equity in their own settings. It has two major parts: (1) appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study (interview forms for state directors, state agency personnel, local agency personnel, instructors, counselors and students, staff and student questionnaires, attitude and opinion items, and program and activity items), and (2) three introductory chapters that discuss the steps in the forms development and their use, research topics, research questions, data collection forms used in the Equity Study, and suggestions for expanding the coverage given to the research topics and questions. (JH).

ED 177 319 **CE 022 755**

Harrison, Laurie R. Dahl, Peter R.

Executive Summary of the Vocational Education Equity Study. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-66600-4/79-FR

Pub Date—79

Contract—300-77-0318

Note—45p.; For related documents see CE 022 751-754

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Sex Discrimination, *Sex Stereotypes, *Vocational Education, Data Collection, Federal Legislation, National Surveys, Program Evaluation, Research Reports, Sex Fairness, State Agencies

A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following: identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and stereotyping. Forty-nine states and the District of Columbia were visited in the spring of 1978. In addition, a school sample of 100 schools was selected on the stratified random basis, using the stratification variables of region of the country, city size, and type of school. The types of schools included in the sample are comprehensive high schools, vocational high schools, vocational centers, technical institutes, and community/junior colleges. From each school, four counselors, eight teachers, and thirty-five students were sampled, including sufficient numbers of nontraditional and ethnic minority students to determine if their responses differ from those of other students. (A summary of findings for each of the seven objectives is included in this document.) (JH).

ED 177 320 CE 022 810

Rosow, Jerome M.

Changing Attitudes to Work and Life Styles.

Work in America Inst. Scarsdale, N.Y.

Pub Date—78

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Attitude Change, *Life Style, *Social Change, *Values, *Western Civilization, *Work Attitudes, Family Life, Futures of Society, Institutional Role, Job Satisfaction, Moral Development, Occupational Aspiration, Opinions, Permissive Environment, Power Structure, Social Influences

The following statements summarize the author's analysis of changing attitudes to work and life styles in Western society: (1) a permissive society has fostered a change in authority roles; (2) general mistrust toward big busines is no longer limited to the public at large; (3) employees, supervisors, and managers all dislike and fear change; (4) changing attitudes toward work reflect the values of a post-religious society which no longer views work as punishment with a reward in the after life; (5) youth reflect much less commitment to the work ethic and greater cynicism in many areas; (6) older workers do not look retrospectively upon their careers with a real sense of achievement; (7) significant attitude changes in Japan reveal that the American young are not a peculiar breed and that for the first time work must compete with other personal values; (8) the era of rising entitlements has created a feeling that jobs, income, and a rising standard of life are no longer privileges, but a secured right; (9) changing attitudes toward work, combined with the revolution in social values, have opened a new interest in improving the quality of working life as the long term answer to a renewed motivation to work; and (10) changes in American moral and social values have been rapid and penetrating over the past decade but large organizations have been slow to change. (BM).

ED 177 321 CE 022 823

Farley, Joanne

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—67p. ; For related documents see CE 022 824-826 and ED 170 560

Pub Type—Reference Materials—Vocabularies/Classifications (134). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Classification, *Evaluation Criteria, *Program Evaluation, *Vocational Education, Educational Objectives, Postsecondary Education, Program Development, Program Effectiveness, Secondary Education, Thesauri

This thesaurus is designed to provide the vocational education community and its relevant audiences with a comprehensive, organized listing of outcome questions and hypotheses. The first of two sections includes a discussion of the importance as well as problems of attempting to develop a classification system for categorizing vocational outcomes. It also explains how the outcome questions are classified and how the reader can locate outcome questions of interest. The second section contains 252 outcome questions categorized into three areas: (1) outcome questions having the individual as the affected entity, (2) outcome questions having social entities or society-in-general as affected entities, and (3) outcome questions having special needs subpopulations as affected entities. Outcome questions are further categorized according to educational level, and those that are economically or occupationally related and those non-economically related. Also included is an index of specific topics which identifies related outcome questions. (LRA).

ED 177 322 CE 022 824

Taylor, Carolyn M. And Others

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—113p. ; For related documents see CE 022 823-826 and ED 170 560

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Evaluation Criteria, *Evaluation Methods, *Program Evaluation, Abstracts, Annotated Bibliographies, Data Collection, Educational Objectives, Program Content, Program Development, Program Improvement, Resource Materials

This bibliography contains annotations of more than eighty books, review-and-synthesis papers, research reports, evaluation studies, and state-of-the-art essays. Titles are listed alphabetically within one of the following five categories: (1) data-base reports, (2) review-and-synthesis papers, (3) evaluation methodology, (4) empirical studies focusing on vocational education, and (5) miscellaneous documents. Data-base reports provide statistics and other information pertinent to national studies of vocational education outcomes, including explanations of various facets of vocational education evaluation. Documents that discuss evaluation methodology, models, frameworks, and systems applicable to vocational education are included in category 3. Category 4 includes studies investigating aspects of vocational education other than outcomes, such as program context, processes, resources (including facilities), goals, and student characteristics. The final category contains miscellaneous documents which discuss vocational education or themes vocationally related from a variety of perspectives. For example, youth employment is studied not only in terms of an outcome of vocational education programs, but also in terms of government-subsidized jobs. Following the annotations are three indexes which list all of the items included in the bibliography. These are arranged alphabetically by author, project identifier/publisher, and title. (LRA).

ED 177 323 CE 022 825

Darcy, Robert L.

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—51p. ; For related documents see CE 022 823-826 and ED 170 560

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Evaluation Criteria, *Evaluation Methods, *Program Evaluation, *Vocational Education, Evaluation, Postsecondary Education, Program Improvement, Secondary Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education, this essay provides a perspective for evaluating vocational education in terms of outcomes.

The first of four sections provides a rationale for studying educational outcomes. Section 2 focuses on the nature and meaning of outcomes and the range and diversity of vocational education outcomes, and outlines an approach to outcomes evaluation within the general framework of vocational education evaluation. In addition, this section provides a list of thirty questions concerning possible outcomes of vocational education which illustrates the broad and diverse range of possible outcomes. Among the key issues identified in section 3 in the area of outcomes evaluation were (1) the definition of vocational education; (2) the specification of vocational programs as educational treatments; and (3) sources and uses of evaluative criteria and experimental controls, and the use of comparison groups in evaluating vocational education programs with respect to specified outcomes. The final section suggests an agenda for improving outcome evaluation. (LRA).

ED 177 324 CE 022 826

Bolland, Kathleen A.

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—135p. ; For related documents see CE 022 823-825 and ED 170 560

Pub Type—Reference Materials—Bibliographies (131). Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Evaluation Criteria, *Program Evaluation, *Vocational Education, Abstracts, Annotated Bibliographies, Educational Objectives, Evaluation Methods, Postsecondary Education, Program Development, Program Effectiveness, Research, Research Reviews Publications, Secondary Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education with respect to its outcomes, this bibliography contains descriptive and evaluative annotations of a selection of empirical studies of vocational education outcomes. Following a technical introduction discussing the methodological issues emphasized in the evaluative comments, thirty-one descriptive annotations are given. The annotation of each of the studies presents a discussion of the research questions and hypotheses; the study design, sample, and time frame; the statistical analysis; and the results and conclusions. It concludes with an evaluative segment addressing some of the methodological and substantive issues inherent in each study. A summary epilogue provides a discussion of the findings and methodological issues in the collection of studies. Three indexes (author, sponsor, and educational level) are provided. (LRA).

ED 177 326 CE 022 830

Harrell, Adele V. Wirtz, Philip W.

Social and Educational Antecedents to Youth Unemployment.

George Washington Univ. Washington, D.C. Social Research Group

Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—79

Contract—DOL-99-9-708-50-13

Note—189p

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Educational Experience, *Employment, *High School Graduates, *Social Influences, *Unemployment, *Youth, Blacks, Economic Status, Employment Statistics, Family Characteristics, Females, Individual Characteristics, Labor Market, Males, Mexican Americans, National Surveys, Postsecondary Education, Research Reports, Spanish Americans, Tables Data

Identifiers—National Longitudinal Study High School Class 1972

Using data provided by the National Longitudinal Study of the High School Class of 1972, this report examines the amounts of employment and unemployment from 1972-1976 reported by members of the class of 1972 who did not continue their full-time education beyond high school. A summary of findings is presented in chapter 1. Chapter 2 focuses on the relationship of the transition process of youth to adult to the labor market experience. Chapter 3 reviews the literature on status attainment, examining factors of differential labor market success identified in studies of the attainment of occupations with high prestige and/or income. The next three chapters investigate unemployment among youth who did enroll in full-time postsecondary education in the first four years after high school. The effects of family background, personal attributes, educational experiences, and the influence of other persons on cumulative unemployment across the four-year period are reported in chapter 4, along with the analyses of these factors among Black, Hispanic, male, and female subgroups of the sample in chapter 5. Chapter 6 examines unemployment in each of the four years (1972-1976) separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years. The final chapter briefly discusses the characteristics and educational experiences of youth associated with unemployment in the post-high school years. (JH).

ED 177 327 CE 022 842

Whiteford, Emma B.

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Disadvantaged Youth, *Handicapped Students, *Individualized Instruction, *Junior High School Students, *Mainstreaming, *Nutrition Instruction, Academically Gifted, Daily Living Skills, Exceptional Persons, Home Economics, Home Economics Education, Hygiene, Individual Development, Nutrition, Self Concept, Special Education, Teaching Guides

As a part of the general project investigating how home economics teachers can adapt their teaching methods and materials to the special needs students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented. The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements: (1) carbohydrates, (2) water, (3) minerals, (4) vitamins, (5) fats, and (6) proteins. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included. The second unit, enhancing the self-image, focuses on three areas: personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area, along with teacher guidelines for using the activity cards. (LRA).

ED 177 328 CE 022 864

Amberson, Max L. And Others

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).

Montana State Univ. Bozeman. Montana Agricultural Experiment Station

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agribusiness, *Agricultural Occupations, *Agricultural Production, *Employment Projections, *Labor Force, *Labor Needs, Agricultural Education, Employment Opportunities, Employment Patterns, Labor Demands, Labor Market, Labor Utilization, Surveys, Trend Analysis

Identifiers—Montana

To determine the nature and extent of rural youth and adult educational and employment opportunities, this study assessed existing and projected job titles in agricultural production and the agribusiness sector of Montana's economy. Using job position taxonomies identified by the United States Office of Education, two survey instruments were prepared. A total of 433 (31%) agricultural production survey instruments were returned with 283 producers indicating that they used either part-time or full-time labor. Agricultural production job titles with the greatest number of employees were (1) general livestock worker, (2) general crops and livestock worker, (3) farm machinery operator, (4) agricultural mechanics, (5) combination foreman, and (6) general crops worker. A total of 386 usable agribusiness questionnaires were returned indicating that the only overall decrease in positions appears in agricultural products part-time positions. The lowest mean full-time salary appeared in ornamental horticulture, and the highest full-time salary appeared in agricultural products. In addition, the majority of positions surveyed did not require extensive previous experience and could be filled by persons with the appropriate education levels who could be trained on the job. (The survey questionnaire is appended.) (LRA).

ED 177 329 CE 022 881

Roby, Wallace R. Juzwic, William

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.

Norwich Board of Education, Conn

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—78

Pub Type—Reports--Descriptive (141). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Job Skills, *Program Evaluation, *Test Construction, *Testing, *Vocational Education, Employment Qualifications, Evaluation Needs, Objectives, Performance Specifications, Program Descriptions, Secondary Education, Skill Development, Tests

Identifiers—Connecticut

A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAEP. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.) (LRA).

ED 177 330 CE 022 886

Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.

Renton School District 403, Wash

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Administrator Attitudes, *Program Effectiveness, *Secondary Education, *Vocational Education, Administrator Characteristics, Induction, Relevance Education

Identifiers—Washington

This study was conducted to gain an in-depth understanding of the currently held feelings and beliefs of school administrators toward vocational education. One hundred thirty-five secondary school principals and superintendents were interviewed using inductive methodology to gather imperical data. Based on the interviews, administrators were classified into two major categories: true believers and non-believers. Among the findings of the study were that (1) true believers contended that students needed to possess saleable job skills upon leaving high school; (2) non-believers were comprised of persons either who perceived the role of vocational education to be exploratory rather than specialized training or who totally rejected the worth of job training at the secondary school level; and (3) all administrators indicated a concern for compliance with statutes, rules, and regulations associated with approved vocational programs, but there were dramatic differences in how administrators allowed these requirements to impact on program development and implementation. (LRA).

ED 177 331 CE 022 889

Bayne, G. Keith Caton, Hilda

Developing Teacher Competencies in Working with Handicapped Students. Final Report.

Louisville Univ. Ky. Dept. of Occupational and Career Education

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competence, *Handicapped Students, *Mainstreaming, *Teacher Education, *Vocational Education, Competency Based Teacher Education, Handicapped Children, Inservice Teacher Education, Research Reports, Special Education, Surveys, Vocational Education Teachers

A project was conducted to (1) identify teacher competencies needed for mainstreaming handicapped students into regular vocational programs and (2) identify, modify, and/or develop strategies for developing vocational teacher competencies needed for mainstreaming. Based on a review of the literature, 123 competency statements were selected and grouped into seven areas: classroom management, planning, and teaching methods; coordination of cooperative vocational education; counseling and human relations; curriculum development; assessment of student progress and analysis of student needs; program management; and professional development. From this list a panel of consultants selected sixty-two competencies which were essential but not a part of the regular vocational teacher education curriculum. Special education teachers, special vocational education teachers, and vocational teachers were surveyed using an instrument based on the sixty-two competencies. Survey findings indicated a high level of agreement between vocational teachers and special education teachers regarding the importance of competencies. In addition, it was found that special educators perform the competencies daily or weekly, whereas the vocational and special vocational teachers performed the tasks occasionally or never. (A model program consisting of a set of competencies, along with performance objectives for achieving them, is presented. The survey questionnaire is appended.) (LRA).

ED 177 332 CE 022 896

Martin, Wanda M. Ed. Terry, Arthur F. Ed

Sex Equity Guidelines for Teacher Educators.

Interinstitutional Consortium for Career Education, Salem, Oreg

Spons Agency—Oregon State Dept. of Education, Salem

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Nondiscriminatory Education, *Program Improvement, *Sex Discrimination, *Sex Fairness, *Teacher Education, Career Education, Guidelines, Higher Education, Sex Differences, Sex Stereotypes

Identifiers—Oregon

Designed to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities, this document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas: (1) policies, (2) staffing, (3) scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7) institutional and interinstitutional leadership, and (8) community outreach. In addition, suggestions for the implementation strategies.

Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA).

ED 177 333 CE 022 897

Kenneke, Larry J. Ed. Terry, Arthur F. Ed

Evaluating Career Education Components in Teacher Education Programs.

Interinstitutional Consortium for Career Education, Salem, Oreg

Spons Agency—Oregon State Dept. of Education, Salem

Pub Date—79

Contract—SEA-24-000-188

Note—68p. ; Some pages in this document will not reproduce well due to light type

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Evaluation, *Information Dissemination, *Program Evaluation, *Teacher Education, Competence, Competency Based Teacher Education, Data Collection, Educational Assessment, Evaluation Methods, Guidelines, Higher Education, Minimum Competency Testing

Identifiers—Oregon

Designed to assist practitioners with the actual conduct of career education program evaluations in teacher education, this handbook has four sections which parrallel the evaluation process. The first section describes the evaluation process and the need to assess the audience to be in a better position to decide on the procedures to use and the answers to seek. Section 2 is a guide to identifying the competencies to evaluate, listing the activities which lead to the fulfillment of the competencies, and writing evaluation questions. The third section focuses on the development of an information plan for each competency to be evaluated. It is suggested that efficient information collection requires specification of the time and place for gathering information and deciding who will participate in the evaluation and be responsible for collecting and analyzing the data. The final section describes eight ways to share evaluation findings: (1) comprehensive technical reports, (2) technical report supplements, (3) executive summaries, (4) multiple short reports targeted to the information needs of different audiences, (5) popularized reports, (6) news releases, (7) oral presentations, and (8) audiovisual presentations. Appended material includes a list of career education competencies, a competency description worksheet, and a data collection worksheet. (LRA).

ED 177 334 CE 022 925

Hillison, John

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Followup Studies, *Graduate Surveys, *High School Graduates, *Student Attitudes, *Vocational Education, Comparative Analysis, Educational Change, High Schools, Job Placement, Program Evaluation, Program Improvement, Research Reports, School Role, Secondary Education, Success, Surveys

Identifiers—United States (South), Virginia

The purpose of this study was to determine and report the impact of high school agricultural education upon the occupational success of 1974 graduates in Virginia and compare this data with nine other Southern states. One hundred sixty-eight 1974 graduates were identified by the 10% of the Virginia agricultural education departments selected for the study. A total of eighty-two graduates responded to the questionnaire, which was designed to (1) determine the current status of high school graduates with regard to occupations, further education, economic level, and other demographic factors, (2) ascertain the perceived value of the various components of the agricultural education program by program completers, and (3) determine the reaction of program completers to recent and proposed changes in the agricultural education program. Among the findings for Virginia were that 22.0% of the graduates had gone as far as post-high school education, 54.9% had completed three years of high school agricultural education, 46.3% had belonged to the Future Farmers of America for three years, and 44.9% had had a supervised occupational experience for two years or less. In addition, the median income was $8,437.50 for Virginia graduates as compared to $11,133.37 for the ten Southern states. (The survey questionnaire is appended.) (LRA).

ED 177 335 CE 022 943

Jezierski, Kathleen, Ed

Resources in Vocational Education, 1978. Volume 11, Number 5.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—100p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Research Projects, *Technical Education, *Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

ED 177 336 CE 022 944

Arthur, Patricia, Ed

Resources in Vocational Education, 1978. Volume 11, Number 6.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—103p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Research Projects, *Technical Education, *Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

ED 177 337 CE 022 946

Miller, Geoffrey Clark

Proud Option Project. Final Report.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G007603723

Note—156p. ; For related documents see CE 022 947-948

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Educational Diagnosis, *Institutionalized Persons, *Program Development, *Severe Disabilities, *Task Analysis, *Vocational Education, Behavioral Objectives, Curriculum Development, Difficulty Level, Individualized Programs, Job Analysis, Job Development, Job Placement, Job Skills, Program Descriptions, Skill Development, Student Evaluation

Identifiers—Massachusetts (Palmer), Proud Option

Project Proud Option of Palmer, Massachusetts, had the following objectives: (1) develop and implement a system for assessing the functioning levels of handicapped students in institutional schools as these functional levels relate to already existing job task outlines and performance objectives; (2) develop new job opportunities within the community which would be appropriate to the functioning levels of students living in institutional schools; (3) develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those which must be attained in order to perform specific job tasks; and (4) develop and initiate a procedure which would insure the successful job placement of each institutional school student participating in the project who received a vocational education appropriate to his/her functioning level. A target population of 224 students between the ages of 14 and 22 was identified. Fourteen of these students were selected to receive training at a regional vocational-technical high school while the reamining 210 students received vocational training within the grounds of their own institution. The project produced two principal products: a Student Functional Profile (CE 022 948) and a Job Functional Profile (CE 022 947). Briefly, these two tools demonstrated that successful job placement requires that educators do not start with the student but with where they want to take him or her. (BM).

ED 177 338 CE 022 947

Miller, Geoffrey Clark

Job Functional Profile.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—G007603723

Note—133p. ; Not available in paper copy due to light print; For related documents see CE 022 946-948

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Diagnosis, *Handicapped Students, *Individualized Programs, *Job Analysis, *Vocational Education, Difficulty Level, Guides, Job Development, Job Skills, Skill Development, Task Analysis, Tests

Identifiers—Massachusetts (Palmer), Proud Option

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Job Functional Profile, the assessment guide contained in this document, provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy in four phases: (1) initiating the contacts within the business community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; and (4) transferring that information or more detailed job descriptions back to the Student Functional Profile (CE 022 948) for relevant training. A narrative history of the project, a resource bibliography, and examples of additional core skills are appended. (BM).

ED 177 339 CE 022 948

Miller, Geoffrey Clark

Student Functional Profile.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Alabama Consortium for the Development of Higher Education, Demopolis

Pub Date—78

Contract—G0076003723

Note—272p. ; For realted documents see CE 022 946-947 ; Parts may not reproduce clearly

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Diagnosis, *Handicapped Students, *Individualized Programs, *Student Evaluation, *Vocational Education, Basic Skills, Communication Skills, Daily Living Skills, Difficulty Level, Guides, Job Skills, Psychomotor Skills

Identifiers—Massachusetts (Palmer), Proud Option

This document contains one of two assessment tools developed by Proect Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Student Functional Profile, the assessment guide contained in this document, presents a process for assessing a student's functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills. Also, forms are provided for identifying key objectives, summarizing the individual student's skills on a scan profile, and matching student's profile with the job profile. Examples, resources, and additional forms are appended. (BM).

ED 177 340 CE 022 975

Mitchell, Brenda

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.

EPD Consortium D, Richardson, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Home Economics, *Home Economics Teachers, *Home Visits, *Program Effectiveness, *Teacher Attitudes, Research Reports, Secondary Education, Student Teacher Relationship, Teacher Characteristics, Vocational Education

Identifiers—Texas

A survey of useful homemaking teachers in the state of Texas was conducted to identify the status of home visitations as a part of vocational homemaking education. All useful homemaking teachers (2,501) were mailed questionnaires which addressed specific concerns related to home visitations. Seventeen research questions provided the framework for development of the survey instrument. The first question evaluated variables which might be related to the percentage of students visited during the regular school year. Other research questions were concerned with qualitative aspects of home visitation as a part of vocational homemaking education. Analysis of the questionnaires returned by seventy-two percent of the teachers revealed that useful homemaking teachers believe that home visitations are somewhat important and should continue to be a part of homemaking programs, although they are not satisfied with the current status of home visits. Furthermore, it was concluded that a majority of the homemaking teachers perceived that school administrators considered home visitations as somewhat important or unimportant to the total vocational homemaking program at their schools. (Included in the appendixes is a copy of the research instrument.) (LRA).

ED 177 341 CE 022 978

Cepica, M. J.

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.

Texas Tech Univ. Lubbock

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Administrator Attitudes, *Agricultural Education, *Program Improvement, *Summer Programs, *Teacher Attitudes, *Vocational Education, Agricultural Production, Guidelines, Program Attitudes, Program Content, Research Reports, Secondary Education, Surveys

Identifiers—Texas

A study was conducted to (1) identify basic components included in Texas vocational agriculture summer programs, (2) determine teacher, administrator, state staff, and teacher educator perceptions of the relative importance of groups of activities included in the summer program, and (3) recommend guidelines for basic summer program operation. Three survey instruments were developed based on nine major areas of importance to the summer program identified by the state advisory committee: supervising occupational experience programs, working with new students, professional improvement, program planning, adult and young farmer education, conducting Future Farmers of America activities, improving facilities, public relations, and records and report. Questionnaires were returned by 956 teachers, 265 administrators, and 54 state staff personnel and teacher educators. Findings indicate that those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting it. Administrators ranked program planning as most important of the nine areas, and supervision of occupational experience programs as second. Teachers, state staff, and teacher educators ranked supervision of occupational experience programs first. (Guidelines for summer programs in each of the nine areas are presented, along with the three survey instruments.) (LRA).

ED 177 343 CE 022 981

Competency-Based Preservice Construction Trades Curriculum.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04/PC28 Plus Postage

Descriptors—*Building Trades, *Competency Based Teacher Education, *Preservice Teacher Education, *Teaching Skills, *Trade and Industrial Education, Behavioral Objectives, Building Plans, Carpenters, Curriculum Guides, Electricity, Heating, Landscaping, Learning Activities, Masonry, Plumbing

This curriculum guide consists of a comprehensive list of competency-based performance objectives dealing with selected skill and knowledge competencies considered basic to the preparation of teacher-educators in residential building construction. Thirteen units of instruction subclassified into forty-one teaching sections are included with accompanying statements of objectives and instructional formats. Each section contains suggested teaching activities, instructional methods, instructional materials needed, and references. Also inlcuded are content information sheets, transparency masters, and assignment sheets with answers. The titles of the units are as follow: preconstructional planning; laying out the structure; building foundation masonry/concrete walls; forming, placing, and finishing concrete (horizontal); carpentry (framing the structure); carpentry (enclosing the structure); plumbing (rough-in); heating and cooling (rough-in); electrical (rough-in); carpentry (interior finish); painting and finishing; mechanical trades (completion); and landscape design. (JH).

ED 177 344 CE 022 993

Wircenski, Jerry L. Comp

Handbook for the Identification and Assessment of Disadvantaged Learners.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Disadvantaged Youth, *Evaluation Methods, *Handicapped Students, *Student Evaluation, *Vocational Education, Guides, Mainstreaming, Needs Assessment, Postsecondary Education, Secondary Education, Student Needs

Identifiers—United States

Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment, and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system. The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education. Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample followup assessment forms. Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs. (LRA).

ED 177 345 CE 023 015

Handbook for Career Exploration Program Development. Second Edition.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-004-0011

Note—103p. ; For related documents see CE 023 064-067, CE 023 166, and CE 023 170-172

Available from—Research for Better Schools, Inc. 444 North Third Street, Philadelphia, PA 19123 ($8.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Education, *Career Exploration, *Experiential Learning, *Program Development, *School Community Relationship, Career Awareness, Career Development, Discovery Learning, Guidelines, Interests, Secondary Education, Vocational Interests

Prepared for use with the Research for Better Schools experience-based career education model, this handbook is designed to assist school personnel to formulate concrete and flexible responses to the challenges of developing exploration programs in collaboration with personnel from community resource sites. The handbook is divided into five chapters. Presenting an overview of exploration program development, the first chapter describes pre-operational tasks and operational tasks that must be performed by school personnel when planning and implementing career exploration programs. Chapter 2 discusses four target areas in which teaching efforts have focused in successful exploration programs: (1) employer and community contexts, (2) careers, (3) practical career information, and (4) use of facts, observation, and experience in personal decision making. The third chapter presents guidelines for conducting a site analysis with site personnel. Chapter 4 presents guidelines for selecting and sequencing learning activities. Also presented is an outline showing the continuum of learning activities, showing each variation and illustrating its use with an example from actual program experience. The final section provides a method for monitoring and documenting program learning activities. Sample plans for implementing exploration programs are appended. (LRA).

ED 177 347 CE 023 042

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Depleted Resources, *Energy, *Energy Conservation, *Futures of Society, *Instructional Materials, *Vocational Education, Conservation Education, Fuel Consumption, Fuels, Postsecondary Education, Resources, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the first in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to instill awareness that there is a growing crisis in energy supply. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) an overview of energy supply sources, including oil, gas, coal, nuclear, and hydro-electric power; and (2) a discussion of potential of alternate energy sources such as solar power, wind, geothermal, tidal power, ocean thermal, and biomass. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 348 CE 023 043

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Depleted Resources, *Energy Conservation, *Fuel Consumption, *Instructional Materials, *Use Studies, *Vocational Education, Conservation Education, Energy, Futures of Society, Postsecondary Education, Resources, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the second in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to train secondary and postsecondary students to recognize energy needs, energy consumption patterns, and conservation measures in several areas of use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) residential/commercial energy use and conservation; (2) industrial energy use and conservation; (3) agricultural energy use and conservation; and (4) transportation energy use and conservation. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 349 CE 023 044

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Costs, *Energy Conservation, *Instructional Materials, *Services, *Utilities, *Vocational Education, Conservation Education, Energy, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the third in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 5-7). The objective of this module is to introduce the student to utility bills used for residential and commercial customers. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following five units: (1) electric meters; (2) electric rates; (3) the electric bill; (4) gas meters and gas rates; and (5) the gas bill. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 350 CE 023 045

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Energy, *Energy Conservation, *Home Management, *Instructional Materials, *Use Studies, *Vocational Education, Conservation Education, Consumer Economics, Fuel Consumption, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the fourth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, or as a prerequisite to all or any of the modules in this series. The objective of this module is to train secondary and postsecondary students in the recognition of energy users in the home and the implementation of energy conservation measures to manage energy consumption and energy efficiency. The text emphasizes the importance of recognizing energy users in the home and developing a conscious awareness of energy efficiency and energy management. It discusses the techniques of looking for energy conservation opportunities in the home and preparing checklists for monitoring these opportunities. The information is presented in lecture format accompanied by checklists and illustrations. A bibliography and several handouts supplementing the text material are found at the end of the module. (BM).

ED 177 351 CE 023 046

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Efficiency, *Energy Conservation, *Instructional Materials, *Utilities, *Vocational Education, Conservation Education, Energy, Lighting, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the fifth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or part of a sequence of four modules on understanding utilities (see also modules 3, 6, and 7). The objective of this module is to train students to recognize energy-related factors in lighting, including differences in light bulbs and fixtures. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) lighting efficiency; (2) estimating lighting requirements; and (3) tips for better lighting efficiency. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 352 **CE 023 047**

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Energy Conservation, *Instructional Materials, *Use Studies, *Utilities, *Vocational Education, Conservation Education, Consumer Economics, Efficiency, Energy, Home Management, Postsecondary Education, Secondary Education, Solar Radiation, Teaching Guides
Identifiers—Texas, Water

This module is the sixth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 7). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential hot water heating and domestic hot water use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) domestic hot water use; (2) water conservation; and (3) consider solar water heating. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 353 **CE 023 048**

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Electrical Appliances, *Energy Conservation, *Instructional Materials, *Use Studies, *Utilities, *Vocational Education, Conservation Education, Consumer Economics, Efficiency, Energy, Home Management, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the seventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see modules 3, 5, and 6). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible opportunities for conservation in the use of residential and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) appliance labeling program. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 354 **CE 023 049**

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Building Design, *Climate Control, *Construction Needs, *Energy Conservation, *Instructional Materials, *Vocational Education, Conservation Education, Energy, Fuel Consumption, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the eighth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on conservation in building construction and operation (see also modules 9-11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in building construction and design. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) construction considerations before building; (2) building site and design; (3) weatherization; and (4) weatherization student workbook. The information in the first three units is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts/tables illustrating the text material are found at the end of the module. (BM).

ED 177 355 **CE 023 050**

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Climate Control, *Energy Conservation, *Human Body, *Instructional Materials, *Thermal Environment, *Vocational Education, Building Operation, Climate, Conservation Education, Energy, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Texas

This module is the ninth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 10, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy conservation for creature comfort and thermal control. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) the nature of thermal comfort in humans; (2) how natural climates and artificial environments are defined; and (3) controlling buildings for thermal comfort. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 356 **CE 023 051**

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Building Operation, *Climate Control, *Energy Conservation, *Fuel Consumption, *Instructional Materials, *Vocational Education, Air Conditioning, Conservation Education, Energy, Heating, Postsecondary Education, Secondary Education, Teaching Guides, Use Studies, Ventilation
Identifiers—Texas

This module is the tenth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in heating, ventilating, and air conditioning. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) fundamentals of heating and cooling; (2) heating systems; (3) cooling systems; and (4) duct work. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 357 CE 023 052

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Costs, *Energy, *Energy Conservation, *Instructional Materials, *Methods, *Vocational Education, Climate Control, Conservation Education, Consumer Economics, Fuel Consumption, Home Management, Postsecondary Education, Secondary Education, Teaching Guides, Use Studies
Identifiers—Texas

This module is the eleventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 10). The objective of this module is to train students in the recognition, implementation, and utilization of energy economics in energy consumption and possible energy conservation. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) energy use and demand profiles; (2) energy use and demand profiles in the home; (3) energy conservation methods and trade-offs; and (4) energy costing and accounting. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several tables illustrating the text material are found at the end of the module. (BM).

ED 177 363 CE 023 070

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
Attending Staff Association of Rancho Los Amigos Hospital, Inc. Downey, Calif
Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education
Pub Date—76
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Disabilities, *Prevocational Education, *Readiness, *Services, Career Development, Comparative Analysis, Counseling Services, Demonstration Programs, Educational Programs, Employment, Job Satisfaction, Program Effectiveness, Psychological Characteristics, Self Esteem, Vocational Education, Work Experience Programs, Young Adults

Based on the premise that thousands of disabled do not participate in vocational education mainly because of nonacceptance into programs due to a lack of readiness, a study was conducted focusing on three severely disabled groups: (1) those accepted by the Department of Rehabilitation for programs, (2) those not accepted but given "pre-vocational" services, and (3) those not accepted and receiving no services. It was hypothesized that more could be helped with more readily available services; that "pre-vocational" services would increase self-esteem and vocational satisfaction; and that the group previously rejected would gain the same level of self-esteem, overall adjustment, etc. as the group chosen for participation in vocational education programs once they had "pre-vocational" services. A pretest-posttest controlled comparison study utilizing a treatment/no treatment randomized design with matched samples was conducted on one experimental group (39 subjects) and two comparison groups (29 and 33 subjects). A number of services (personal and family counseling, work adjustment, skill evaluation, work experience, independent living experience) were given the experimental group. Results indicated significant attainment of vocational education and employment objectives by the experimental group. There was no significant difference on psychological measures between pre- and posttesting across groups; however, regression analysis proved several psychological variables significant in predicting employment. (FP).

ED 177 367 CE 023 095

Asche, F. Marion O'Reilly, Patrick A.
A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G007702143
Note—313p. ; Some parts of the first section of this document may not reproduce well due to light and broken type
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Vocational Education, *Vocational Followup, Employer Attitudes, Evaluation Methods, Guidelines, Material Development, *Models, National Surveys, Postsecondary Education, Program Evaluation, Research Design, Research Methodology, Research Reviews Publications, Research Tools, Secondary Education, Student Attitudes

In a four-section final report with its focus on methodology rather than on findings of particular follow-up studies, this project addresses two needs—to identify, review, and analyze vocational student and employer follow-up efforts at local, state, and federal levels, and to prepare training materials useful to individuals or groups at all levels in designing, implementing, and evaluating follow-up systems. The report includes a summative product evaluation by external evaluators (representing state and local concerns) which notes favorably the distillation of research findings into a ten-step task model—a tool for conceptualizing a follow-up system wherein follow-up theory is "tempered" with real-world experience. The 110-page "National Review" section offers a generalized description that incorporates a state-of-the-art report on follow-up systems and a twenty-page bibliography. The 120-page "Training Guide" section covers actual follow-up system generation, with chapters devoted to planning, developing system parameters, designing the system, and operating, documenting, and evaluating the system. The project's primary purpose is to encourage development of follow-up systems that minimize costs while maximizing quality and adaptability. (CP).

ED 177 368 CE 023 096

Hall, Linda High, Sidney C. Jr
Bibliography on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-

02059-9)
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Bibliographies, *Career Education, *Reference Materials, Books, Government Publications, Pamphlets, Reports
Identifiers—ERIC, National Advisory Council for Career Education, Office of Career Education, United States

Focusing on the career education literature that emerged from 1973 through 1978, this bibliography concentrates on (1) a special series of Monographs on Career Education issued by the United States Office of Education (USOE), Office of Career Education, (2) the general publications on career education issued by the USOE Office of Career Education, (3) publications on career education issued by the National Advisory Council for Career Education, and (4) publications and reports from career education projects supported by the USOE Office of Career Education. In addition to the 252 references listed in these areas, a final section contains a selection of literature (208 citations) from the remainder of the body of career education literature. All items in the bibliography have been processed by the Educational Resources Information Center (ERIC) and are available to the public through the nationwide ERIC system. (LRA).

ED 177 369 CE 023 154

Wittenberg, Jeana
Improving Girls' Occupational Potential. A Review of the Literature.
Commission on Civil Rights, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Choice, *Career Development, *Employment Potential, *Females, *Sex Differences, Behavior Theories, Career Awareness, Career Education, Federal Programs, Literature Reviews, Role Theory, Self Actualization, Self Concept, Social Influences, Vocational Education

Following an overview of the amount and focus of the literature on occupational development of women, four major theories of vocational development are discussed in depth in part 1: Roe's theory of career choice; Ginzberg and associates' theory of vocational decision making, Super's theory of the development of self-concept, and Holland's theory of vocational choice. Summaries and critiques are given of two theories of occupational development of females: Zytowski's theory of the duality of women's roles and Psathas' theory of occupational choice for women. A review of literature in part 2 focuses on the three major hypotheses of this study, sex differences in (1) self-concept and sense of competence; (2) motivational aspects including related attitudes, aspirations, and expectations; and (3) acquisition of educational means (knowledge, training, skills), which includes discussion on implementation and impact of career and vocational education legislation. Part 3 is a discussion of the most important socialization influences on the occupational development of women including influence of teachers, parents (attitudes, expectations, maternal employment, socioeconomic status), peers, and visual media. Part 4 is an overview by age level of those interventions to enhance aspects of girls' occupational potential. Description of the interventions are given with occasional delineation of effects. A list of references follows. (FP).

ED 177 677 EA 012 168

Brazelle, R. R. Van Rooyen, I.
Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
University of the Orange Free State, Bloemfontein (South Africa)
Pub Date—78
Pub Type—Reports—Evaluative/Feasibility (142). Numerical/Quantative data (110)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Educational Needs, *Enrollment Projections, *Facility Requirements, * *Financial Needs, *Personnel Needs, Elementary Secondary Education, Foreign Countries, Student Teacher Ratio, Tables Data
Identifiers—South Africa (Bophuthatswana)

This study presents forecasts of primary and secondary school enrollment in Bophuthatswana, South Africa up to 1983. Examined are implications of population growth on teachers, classrooms, and general expenditure. Purposes of the study are to estimate (1) future demand for education on the basis of expected enrollment, (2) teacher needs if calculations are based on pupil-teacher ratio, (3) facilities needs, and (4) the budgeted per-pupil expenditure if calculations from past years are projected to future years. The report concludes that the current quantity as well as quality of teacher training for secondary schools is inadequate. Also, if the number of primary teachers who leave the country after training can be limited, the pupil-teacher ratio can be improved. Recommendations are for (1) extending the training of senior secondary teachers, (2) broadening inservice training to include improvement of academic subject knowledge and methodology, (3) establishing a specialized, lower primary training course, and (4) optimum use of already existing training facilities. (Author/LD).

ED 177 678 EA 012 169

Meier, Gretl S.
Job Sharing. A New Pattern for Quality of Work and Life.
Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich
Pub Date—79
Available from—The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 ($4.50, quantity discounts)
Pub Type—Books (010). Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)
Document Not Available from EDRS
Descriptors—*Flexible Working Hours, *Occupational Surveys, *Part Time Employment. *Quality of Life, *Work Attitudes, Demography, Employed Women, Employee Responsibility, Employer Employee Relationship, Employment Practices, Interpersonal Relationship, Shared Services, Teamwork, Work Environment, Working Hours
Identifiers—Job Sharing

Job sharing, a new option in permanent part-time employment, is attracting national attention as a viable alternative to more traditional patterns of work. Job sharing is defined as an arrangement whereby two employees hold a position together, whether they are as a team jointly responsible for the whole or separately for each half, dividing time, salary, and fringe benefits. A survey of 238 job sharers was conducted to determine the characteristics of the people choosing this alternative work pattern and their experiences and responses to the job sharing situation. Job categories represented include teachers (26 percent), administrators (25 percent), clerical (15 percent), counseling and social service (13 percent), and researchers (9 percent). The remaining category consists of such diverse occupations as editors, librarians, bank tellers, physicians, and food service workers. The study includes a review of the definitions and experiments through which the job sharing concept has evolved, an analysis of the survey data, and selected indepth interviews with partners, supervisors, and some of their full-time coworkers, and concludes with some policy implications for more extensive use of this alternative work pattern. (Author/MLF).

ED 177 687 EA 012 178

Performance Evaluation of School Based Administrators (and) Baltimore City Public School Circulars No. 385, 215, 351.
Baltimore City Public Schools, Md
Pub Date—79
Pub Type—Legal/Legislative/Regulatory Materials (090). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Evaluation, Elementary Secondary Education, Records Forms
Identifiers—Baltimore City Public Schools MD

This paper is a brief policy statement concerning evaluation procedures and criteria for administrators in the Baltimore City Public Schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system. (LD).

ED 177 688 EA 012 179

Knapp, Herbert Jones, Richard M.

National Report on School Closing Survey. The Impact on Purchasing Departments.

Pub Date—79

Pub Type—Speeches, Conference Papers (150). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Charts, *Declining Enrollment, *National Surveys, *Purchasing, *School Closing, Elementary Secondary Education, Surveys

This paper is a brief report on the impact of school closings on purchasing departments. It opens with a discussion of the trend of declining enrollments in public schools nationwide. The paper notes, however, that demographers expect the total number of children to begin to rise slightly in the mid-80's. Closing schools now is not the answer, it says, but joint use of vacant school buildings may be an acceptable alternative. The paper says school purchasing departments are in a dilemma when funds are short to buy new furniture while at the same time the district needs to dispose of old, unused furniture and equipment. It points out the need to reduce budget spending and learn to operate the schools more efficiently. Disposing of property is only one of the ways. (LD).

ED 177 689 EA 012 180

Hall, Gene E. And Others

A Taxonomy of Interventions: The Prototype and Initial Testing.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Classification, *Educational Innovation, *Intervention, Case Studies, Change Agents, Change Strategies, Educational Research, Elementary Secondary Education, Observation, Organizational Change

Identifiers—Procedures for Adopting Innovations Program

Researchers in the Procedures for Adopting Educational Innovations Program at the University of Texas have developed an "Intervention Taxonomy" to help classify and define interventions and components of interventions. It is hoped that this taxonomy will enable change facilitators and researchers to make conceptual and operational distinctions among actions and events that influence innovations. Data were obtained from descriptive protocols developed by ethnographers observing interventions over a two- to three-year period in school systems undergoing change. The data have been the subject of quantitative and qualitative analyses. As well as providing definitions, the taxonomy identifies several levels of intervention from policy level down to incident level. A distinction is made between sponsored and unsponsored interventions and their components. Implications drawn from the study are that (1) a change effort succeeds or fails at the incident (lowest) level, (2) the "game plan" for a change effort should be specified in detail and in advance, (3) how long unplanned influences on the change effort are allowed to continue is directly related to the skill of the change facilitator, (4) developing stereotypic names to classify interventions may be useful, and (5) coding systems for other levels of interventions may be useful. (Author/JM).

ED 177 690 EA 012 181

Anderson, Robert L.

Inservice Education Preferences of Educators.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Inservice Teacher Education, *Teacher Attitudes, Conferences, Educational Research, Elementary Secondary Education, Questionnaires, Teacher Characteristics, Teacher Workshops

Identifiers—Teacher Inservice Preference Questionnaire

To identify, categorize, and compare inservice preferences of educators, these researchers administered the Teacher In-Service Preference Questionnaire to 440 instructors in the Northwest and interviewed 26 of the respondents. Findings indicated that the kind of inservice most preferred was the workshop, with conventions and professional conferences least preferred. The professional development committee was most preferred as an organization responsible for planning, providing resource personnel, and evaluating professionalism. The first preference for budgeting for developmental activities was the governing board. When social categories were considered as predictors of inservice preferences, significant differences were obtained. Both sex and years of experience were found to be significantly related to preferences for inservice education. Differences exist on the motivation dimension of a theoretical model for the categories of incentives, aspirations, expectations, and satisfactions. The sample ranked the expectations category first, incentives second, aspirations third, and satisfactions fourth as factors associated with successful inservice programs. (Author/JM).

ED 177 693 EA 012 184

Nachmias, Chava

Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.

Pub Date—79

Pub Type—Speeches, Conferences Papers (150). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Academic Achievement, *Tracking, Foreign Countries, High School Students, Rural Schools, Secondary Education, Self Concept, Socioeconomic Influences, Speeches, Student Attitudes, Urban Schools

Identifiers—Israel, Kibbutzim

Replicating previous research on tracking done in the U.S. this study examines the determinants and effects of curriculum tracking (college bound or vocational) in urban and kibbutz schools in Israel. The purpose of the investigation was to examine the process of curriculum tracking in a classless society where assignment to tracks is based entirely on merit. The analysis shows that in the kibbutz, tracking is not associated with adverse effects on self-evaluation, access to motivated peers, or school orientation, but it has a considerable impact on academic achievement. In the urban Israeli schools curriculum placement not only affects achievement, it has a strong impact on self-evaluation and school orientation. The reason for this difference may be that urban students, unlike rural students, carry on almost all their interaction in school. Curriculum differentiation that coexists with structures that allow for more intertrack interaction may avoid some of the undesirable consequences of tracking. (Author/JM).

ED 177 696 EA 012 187

McMaster, Donald Sinkin, Judy G.

Money and Education: A Guide to Michigan School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—80p.; For related documents, see EA 012 188-189

Pub Type—Reports—Research/Technical (143). Numerical/Quantitative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Equalization Aid, *Expenditure Per Student, *Income, *Resource Allocation, Elementary Secondary Education, Program Descriptions, Property Taxes, State Aid, State Programs, Statistical Data, Tax Effort

Identifiers—Michigan

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Michigan's education finance plan is discussed in this particular book. Chapter 1 discusses how Michigan's plan undertakes its equalization objective—namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. It offers a step-by-step calculation of a district's basic pupil allowance. Chapter 1 also reviews Michigan's categorical aid programs, which make up the remaining 20 percent of state aid to local school districts. Chapter 2 evaluates the impact of the finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. To assist the reader in understanding Michigan's state aid formula, exercises appear throughout. The appendices provide information on guarantees under the school district equalization act and on Michigan's property tax relief system. An answer key to the exercises is also provided. (Author/LD).

ED 177 697 EA 012 188

McMaster, Donald And Others

Money and Education: A Guide to Pennsylvania School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—77p. ; For related documents, see EA 012 187-189

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Equalization Aid, *Fiscal Capacity, *Income, *Resource Allocation, Assessed Valuation, Elementary Secondary Education, Expenditure Per Student, Program Descriptions, State Aid, Statistical Data, Tax Effort

Identifiers—Pennsylvania

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Pennsylvania's education finance plan is discussed in this particular book. Chapter 1 discusses state support for education in Pennsylvania and the method the state uses to distribute aid to its school districts on an equal basis. A step-by-step calculation of a district's state aid allocation is outlined, and exercises for understanding the state aid formula are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Pennsylvania school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 698 EA 012 189

McMaster, Donald Sinkin, Judy G.

Money and Education: A Guide to Rhode Island School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—75p. ; For related documents, see EA 012 187-188

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Assessed Valuation, *Equalization Aid, *Income, *Resource Allocation, *Tax Effort, Elementary Secondary Education, Expenditure Per Student, Foundation Programs, Program Descriptions, State Aid, Statistical Data

Identifiers—Rhode Island

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter 1 discusses how Rhode Island's plan undertakes its equalization objective—namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 700 EA 012 191

Brandt, Ronald S. Ed

Partners: Parents & Schools.

Association for Supervision and Curriculum Development, Alexandria, Va

Pub Date—79

Available from—Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 ($4.75)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Improvement, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Academic Achievement, Citizen Participation, Compensatory Education, Court Litigation, Elementary Secondary Education, Family Environment, Literature Reviews, Parent Education, Program Evaluation, Public Opinion, School Law, School Policy, Volunteers

The authors of this collection of essays make the major points that parental participation influences student performance, and that time spent with parents by school personnel results in better learning. Ira J. Gordon explains four models of parent-school-community relationships and cites research evidence of long-term effects of parent involvement programs. Dorothy Rich and colleagues list practical ways to involve parents directly in the education of their own children. Phyllis J. Hobson explains the organization of the District of Columbia Title I Parental Involvement Program and lists five essentials for parental involvement. Lois S. Steinberg reviews recent literature, discusses several new forms of parent participation and considers evidence of their potential effectiveness. Suzanne O'Shea reviews court rulings and analyzes the rights of parents to withdraw their children from instruction. Delmo Della-Dora shows how parents can participate at each step of the curriculum planning process. Ned S. Hubbell points to population shifts (more than two-thirds of all adults now do not have children in schools) and says that the way to communicate with both parents and nonparents is to get them involved in school affairs. John W. Alden says that service as a school volunteer is a form of citizen participation that many people would rather perform than be members of advisory councils. (Author/MLF).

ED 177 701 EA 012 192

Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.

American Association of School Administrators, Arlington, Va

Pub Date—79

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($3.50 plus postage)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Administrator Education, *Administrators, *Inservice Education, *Superintendents, Administrator Guides, Board of Education Role, Elementary Secondary Education, Professional Development

Because school administrators, particularly superintendents and their top level management staffs, occupy such critical roles in the nation's schools, guidelines for their training and preparation must be systematically and periodically reexamined. The purpose of this guide, the first in a series of three, is to help those persons involved in the training, employment, evaluation, and promotion of school administrators. Topics discussed include competence and employment guidelines, credentials and the certification process, identification and development of personnel, preparation and training, field experiences, and professional development. (Author/LD).

ED 177 702 EA 012 193

Selecting a Superintendent. Superintendent Career Development Series No. 2.

American Association of School Administrators, Arlington, Va. National School Boards Association, Washington, D.C.

Pub Date—79

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($3.50 plus postage)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use

(055). Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Administrators, *Administrator Selection, *Board of Education Role, * *Employment Interviews, *Planning, *Recruitment, *Superintendents, Administrator Characteristics, Administrator Guides, Administrator Responsibility, Elementary Secondary Education

This guide, the second in a series of three, explains step-by-step the decisions that must be made to find, evaluate, and hire a quality superintendent of schools. Chapter 1 describes the steps for proper planning, which can also offer the opportunity to review and reorder the board's priorities. Subsequent chapters deal with recruitment and selection of superintendents and expectations of both the board and the superintendent. The final chapters offer suggestions on how to retain a superintendent as well as sample timelines for hiring and a news release. (Author/LD).

ED 177 704 EA 012 195
Neill, Shirley Boes, Ed
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va. Education News Service, Sacramento, Calif
Pub Date—79
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($8.95 plus $1 for postage and handling; quantity discounts; orders for less than $15 must be accompanied by payment in full)
Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Attendance, *Board of Education Policy, *Dropouts, *National Surveys, *School Attendance Legislation, *Truancy, Demography, Dropout Characteristics, Elementary Secondary Education, Enrollment Trends, Futures of Society, Pregnant Students, Problem Solving, School Holding Power

More than 95 percent of the 1,414 members of the American Association of School Administrators (AASA), responding to a survey about student attendance, cited one or more problems. The first five chapters report the survey findings and those of other studies and polls concerning attendance matters. One issue discussed is why students stay away from school and what can be done to improve the situation; another concerns the identification of dropouts, their number, characteristics, and the economic factors that affect them. Future demographic and enrollment trends are projected. The last three chapters of the report detail how administrators and boards of education are trying to keep students in school. The chapter "Practices" contains findings of the survey: how many districts are following written attendance policies, attendance-taking practices of teachers, and who is responsible for attendance. The chapter "Policies" analyzes school attendance policies submitted by more than 700 school boards. The chapter "Problems" illustrates workable ideas and programs at the federal, state, and local levels to deal with all forms of nonattendance and to reduce dropout rates. (Author/MLF).

ED 177 706 EA 012 197
Poll, Dwayne C.
Negotiating Merit Pay Provisions for Administrators.
Pub Date—79
Pub Type—Speeches, Conferences Papers (150). Reports—Descriptive (141). Tests, Questionaires, Evaluation instruments (160)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation Methods, *Merit Pay, *Salary Wage Differentials, Administrators, Elementary Education, Management by Objectives

The speaker begins his presentation by reviewing the literature on merit programs, both for teachers and for administrators, and summarizing the pros and cons of such programs. He then discusses the development of the merit pay program operating in his district. The initial and most important step in planning that program was developing a comprehensive job description for each administrative position in the district. The second step was the training of all administrators in the use of management by objectives (MBO) techniques. The MBO program included performance agreements between the supervisors and the person being supervised. The sample performance agreement included consists of five sections—behavioral objectives, classification of the objectives, the steps or procedures for carrying out the objectives, the nature of the monitoring of progress, and the requirements that the supervisor must supply if the person being evaluated is to accomplish his or her objectives. The third step was developing the district plan to be presented to the administrators' bargaining unit. The plan that was agreed to is described. (Author/IRT).

ED 177 711 EA 012 204
21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
Educational Service Bureau, Inc. Arlington, Va. Administrative Leadership Service
Pub Date—66
Available from—Educational Service Bureau, Inc. P.O. Box 1205, New Port Richey, FL 33552 ($9.95)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
Document Not Available from EDRS
Descriptors—*Administrative Problems, *Administrators, *Human Relations, *Principals, *Teachers, Administrator Guides, Elementary Secondary Education, Parents, Students

This report serves as a guide to educational administrators by dissecting a series of representative school problems and offering suggested solutions. The problems, characterized as both administrative and human relations problems, are grouped under the headings of administrative staff, teaching staff, individual teachers, the instructional program, the student body, the community, and the P.T.A. (Author/LD).

ED 177 713 EA 012 207
Ogletree, Earl J.
State Legislated Curriculum in the United States.
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Curriculum, *State Legislation, *Tables Data, Elementary Secondary Education, National Surveys, School Districts

This paper discusses a 1977-78 survey on the legislated curriculum in 50 states. The purpose of the survey was to determine who prescribes and controls school curriculum at the local level (whether the state or local school boards) and how much and what types of elementary and secondary school curriculum have been legislated by the states. Data were obtained from the school law publications of each state. The completed list of legislated subjects was then sent to the respective state school superintendents for confirmation. Results indicate that state departments of education, not local school districts, will have increasing control of the schools. Also, state departments of education will come under the influence of the federal government through funding, programs, and court decisions. This trend, the paper says, could bring about a more equitable education for all children regardless of their ethnic and socioeconomic background. (Author/LD).

ED 177 716 EA 012 211
Maryland Accountability Program Report V. School Year 1977-1978. Revised.
Maryland State Dept. of Education, Baltimore
Pub Date—79
Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Academic Achievement, *Accountability, *Test Results, Academic Ability, Annual Reports, Basic Skills, Elementary Secondary Education, Mathematics, National Norms, Reading Skills, Tables Data, Writing Skills
Identifiers—Maryland

The fifth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed in the third, fifth, and seventh grades for the past five academic years. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in some special program areas in the state. (Author/MLF).

ED 177 717 **EA 012 212**

Madden, Matthew E.

Employer's Complete Guide to Unemployment Compensation.

Pub Date—79

Available from—Central Commercial Publishing Corporation of America, P.O. Box 603, Warrensburg, MO 64093 ($13.95)

Pub Type—Legal/Legislative/Regulatory Materials (090). Reports—Descriptive (141). Numerical/Quantative data (110)

Document Not Available from EDRS

Descriptors—*Eligibility, *Legal Responsibility, *Unemployment Insurance, *Wages, Elementary Secondary Education, Employees, Employers, Federal Legislation, Federal State Relationship, Guides, Higher Education, State Legislation, Students, Tables Data, Teachers

Identifiers—Unemployment Compensation Amendments 1976

This publication is a guide for employers who need specific information on unemployment compensation. Major topics discussed are an overview of the workings of the unemployment insurance system, the unemployment compensation amendments of 1976, receipt of claim notice, an employer's reaction to claims, student workers, faculty claims for summer unemployment or other vacation periods, employee claims for nonprofit organizations, determination and appeal, computation of claimant's benefit and employer liability, financing the obligations imposed by the system, computation dates for required records and returns, and organization of state employment security agencies. Extensive tables describe taxation, benefits, eligibility, administration, and coverage in each state. (Author/LD).

ED 177 718 **EA 012 214**

Nasstrom, Roy R.

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.

Pub Date—78

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Board Candidates, *Elections, *Political Affiliation, *Political Attitudes, *Two Year Colleges, Boards of Education, Political Issues, Political Power, Speeches

Identifiers—California, California Democratic Council, Partisan Politics, Political Parties, Referenda

This study examines the effects of partisan political activities on an educational referendum and junior college board of education election. The study focused on the activities of the California Democratic Council, a Democratic organization formed to make political endorsements that could not be made by the party. The election examined was held in six California cities to determine whether a junior college district should be formed and to elect the junior college district's board of education. Data were collected through participant observation of council activities and from minutes, informal conversations with delegates, and newspaper reports. The researcher concluded that party involvement in local educational politics may be based largely on issues extraneous to education. Although there was no evidence that partisan involvement caused a return to patronage or corruption, it did appear that partisanship could gloss over important educational problems and that it may not be superior to nonpartisanship in issue differentiation and aggregation. (Author/JM).

ED 177 719 **EA 012 215**

Knopp, Robert O'Reilly, Robert R.

Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Job Satisfaction, *Organizational Effectiveness, *Task Performance, * *Teacher Effectiveness, *Teachers, Elementary Education, Foreign Countries

Identifiers—Ontario (Ottawa)

The purpose of this study was to examine the relationship between job satisfaction of teachers and perceived school effectiveness. Questionnaires were distributed to teachers in 75 elementary schools in Ontario, Canada. A job description index and the concept of organizational effectiveness were used to measure job satisfaction variables of work, promotion, pay, supervision, and coworkers. The findings suggest that perceived school effectiveness is related to satisfaction of teachers with coworkers, with supervision, and with the work itself. The results are discussed in light of the peculiarities of the educational setting and are linked to several themes in the literature related to motivation, satisfaction, and productivity. Two suggestions are offered at the end. To ensure high satisfaction with fellow teachers, and therefore school effectiveness, principals should display leadership behavior that will facilitate group development, support, and interaction. To ensure high teacher satisfaction with a principal's leadership approach, and therefore school effectiveness, school board officials should ensure that principals actually display such leadership behavior. (Author/LD).

ED 177 720 **EA 012 216**

Foster, Betty J. Barr, Richard H.

Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($1.40)

Pub Type—Reports—Research/Technical (143). Tests, Questionnaires, Evaluation instruments (160). Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Income, *School District Spending, *School Statistics, Educational Finance, Elementary Secondary Education, Expenditure Per Student, Expenditures, Intermediate Administrative Units, Questionnaires, School Funds, State Departments of Education, Surveys, Tables Data

Identifiers—Elementary Secondary Education Act, School Assistance in Federally Affected Areas Act

This report presents a variety of revenue and expenditure data for U.S. public elementary and secondary schools during the 1976-77 fiscal year. Data were compiled from annual expenditure reports submitted by each state. Information is intended to meet the general information needs of educational researchers and the more specialized needs of personnel administering programs under P.L. 81-874, School Assistance in Federally Affected Areas, and P.L. 89-10, the Elementary and Secondary Education Act of 1965. Consequently, in addition to revenue data, the publication contains capital outlay and debt service data as well as three types of current operating expenditure data. The first type of current expenditure includes state and intermediate level administration. The other two are for local public elementary and secondary education and include both current expenditures as defined by a U.S. Office of Education handbook and current expenditures as defined by P.L. 81-874 and P.L. 89-10. A sample questionnaire form used to collect the survey data is included at the end. (Author/LD).

ED 177 722 **EA 012 218**

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.

Pub Date—78

Pub Type—Legal/Legislative/Regulatory Materials (090). Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Architectural Barriers, *Compliance Legal, *Federal

Regulation, *Physical Disabilities, *Standards, *Transportation, Annual Reports, Facility Guidelines, Federal Government, Federal Legislation
Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973

This is the third report of the Architectural and Transportation Barriers Compliance Board to the President and the Congress. It covers fiscal years 1976 and 1977. Section A of this report is devoted to a review of the board's early compliance policy and program initiatives. It includes a discussion of the board's "General Notice of Guidance to Compliance System Development" and board procedures and enforcement regulations. Section B summarizes an analysis of findings and recommendations for a federalwide compliance system and discusses the next step in developing a specific agency accessibility compliance system. Section C reports on board compliance cases that have been processed and are in various stages of completion. Reports on activities by the Office of Public Information and the National Advisory Committee on an Accessible Environment conclude the report. (Author/MLF).

ED 177 723 EA 012 219
Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
Architectural and Transportation Barriers Compliance Board, Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-00045-3; $0.90)
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Architectural Barriers, *Facility Guidelines, *Federal Legislation, * *Transportation
Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973

The Architectural Barriers Act of 1968 requires federally funded buildings and facilities to be accessible to and usable by physically handicapped persons. The Architectural and Transportation Barriers Compliance Board was established by the Rehabilitation Act of 1973 to ensure compliance with standards prescribed under the Architectural Barriers Act. The texts of both laws and their later amendments are contained in this booklet. (MLF).

ED 177 724 EA 012 222
Martin, David B.
Developing an Effective Board-Administrative Team.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055), Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Administration, *Administrator Responsibility, *Cooperative Planning, *Decision Making, *Management Teams, Administrator Role, Elementary Secondary Education, Leadership, Principals, Superintendents
Identifiers—Ohio, Participative Decision Making

It is beneficial to identify three administrative teams through linking pins: the principal is the linking pin between the instructional team and the administrative team; the superintendent is the linking pin between the administrative team and the policy team, which includes the board of education; the administrative team consisting of all administrators plus the policy team is known as the management team. Reasons for a management team include recent power shifts between employers and employees, increasing pressure on administrators, and the need for more effective decisions. In instituting a management team, a redefined role is necessary for all parties concerned. Important components of an administrative team are effective communication, support of administrators by the board, an opportunity for administrators to select agenda items and supply input to policy-making, and a fair procedure for determining administrator salaries. (Author/JM).

ED 177 725 EA 012 223
Campbell, Richard W. Carroll, James D.
Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-77-0031
Note—323p.; For a related document, see EA 012 224
Pub Type—Legal/Legislative/Regulatory Materials (090), Reports—Descriptive (141)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Equal Education, *Equalization Aid, *Finance Reform, *School Closing, *School Taxes, *State Aid, Accountability, Basic Skills, Court Litigation, Decision Making, Educational Change, Elementary Secondary Education, Government Role, Organizational Change, Policy Formation, Property Taxes, State Standards
Identifiers—Court Injunctions, New Jersey, New Jersey Department of Education, Public School Education Act (New Jersey), Robinson v Cahill

Volume 1 of a two-volume series, this case study tells the story of the events and decisions associated with the 1976 court-ordered shutdown of schools in New Jersey. It also analyzes the state educational decision-making structure. The school closing was undertaken because, according to the New Jersey Supreme Court, the state had not properly enacted the school finance reform measures that were ordered in Robinson v. Cahill in 1973. Although the legislature had passed the Public School Education Act in response to the court mandate, it had failed to appropriate funds for the act. Closing of the schools for eight days resulted in the legislature passing a statewide income tax. Following the introduction, chapter 2 presents background information on the national finance reform movement, the legal context of school reform in New Jersey, the state economy and fiscal base, and the state's politics of education. Chapters 3 and 4 make an effort to identify major actors and events and convey their complex interactions in the decision-making process. Chapter 5 contains the analysis of events involved in the educational decision-making process. (Author/JM).

ED 177 727 EA 012 225
Schmink, David P. And Others
Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
Illinois State Univ. Normal. Center for the Study of Educational Finance
Pub Date—79
Available from—Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 ($3.50)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Assessed Valuation, *Equal Education, *Finance Reform, Elementary Secondary Education, Equalization Aid, Expenditure Per Student, Expenditures, Property Taxes, State Aid
Identifiers—Illinois, Resource Equalizer Program IL, State Aid Formulas, Wealthy Neutrality

This study looks at the relationship between district wealth and revenues available for education in Illinois using a "conditional" conception of wealth neutrality that holds constant the operational tax rate. Data used were demographic data of Illinois school districts. An analysis of beta weights suggested an undesirable relationship between wealth and expenditures in elementary and high school districts. Also, when Illinois districts are examined using the conditional equity approach, it was revealed that in the years 1976-1979, all types of districts actually retreated from a notion of equity. The data suggest that when using only the simple neutrality model, some of the relationship between wealth and expenditures is hidden. Specifically, in elementary districts the conditional model shows continued movement away from equity since 1973-74 and the simple model shows movement toward equity in 1976-77 and away from equity in 1978-79. (Author/JM).

ED 177 728 EA 012 226
Lundeen, Virginia And Others
The Illinois General Purpose Grant-in-Aid System, 1979-1980.
Illinois State Univ. Normal. Center for the Study of Educational

Finance
Pub Date—79
Available from—Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 ($1.00)
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Equalization Aid, *Finance Reform, *State Legislation, Elementary Secondary Education, Mathematical Formulas, Political Influences, Social Values, State Aid, State Programs
Identifiers—Illinois

This discussion begins with the five major political values that were reflected in the 1973 reform of the Illinois school aid system. The lawmakers wanted to spend state dollars for education in a way that would improve student and taxpayer equity, maintain local control of school districts, aid poverty-impacted districts, not discriminate against dual high school and elementary districts, and greatly increase the amount of money the state pays for education. The reform yielded four funding options from which each school district could select the most profitable each fiscal year. The options included the three previous options of the Strayer-Haig system (the "Strayer-Haig Formula," the "Alternate," and the "Flat Grant") plus the new formula—the "Resource Equalizer Formula". The new formula features reward for effort (equal expenditure for equal effort), guaranteed assessed valuation, and consideration of the number of disadvantaged students. A mathematical explanation of the resource equalizer formula, which is currently used in 76 percent of Illinois districts, is presented, as are mathematical formulas for the other three approaches. All the formulas are presented as they have been amended through 1979. (Author/IRT).

ED 177 729 **EA 012 227**

Arsulich, Michael
Discipline: A Review of Selected Literature.
San Diego County Dept. of Education, Calif
Pub Date—79
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Change Strategies, *Delinquency Causes, *Discipline Problems, *School Vandalism, *Student School Relationship, *Violence, Behavior Change, Corporal Punishment, Discipline Policy, Elementary Secondary Education, Literature Reviews, Problem Solving, School Security

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF).

ED 177 730 **EA 012 228**

McGuffey, C. W.
Model Program for the Academic Preparation of School Business Administrators.
Pub Date—79
Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Administrators, Business, Competency Based Education, Elementary Secondary Education, Higher Education, Models, Program Descriptions

After providing a brief history of the development of the role of the school district business administrator, the author presents a model for a preparation program for district business administrators. The model is based on the author's earlier study in which he identified and validated 195 competencies in 23 task areas. Assumptions that guided the development of the model include the following: the traditional coursework approach has serious limitations; individual knowledge, skills, abilities, strengths, and weaknesses of those in the program will vary depending on student background; and a modular, competency-oriented approach to individual program planning and design may be the most effective and efficient approach to use. The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT).

ED 177 731 **EA 012 229**

Goldsmith, Arthur H.
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va
Pub Date—79
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($0.50; quantity discounts)
Pub Type—Collected Works—Serials (022). Legal/Legislative/Regulatory Materials (090). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Discipline, *Equal Protection, Black Students, Court Litigation, Elementary Secondary Education, Federal Legislation, Handicapped Students, Punishment, Students

The dilemma of disciplinary discretion is that on the one hand it avoids discrimination by allowing individualized treatment, but on the other hand it invites discrimination by leaving it up to the administrator to determine what discipline shall be imposed for what offense. The law imposes very few and easily met restraints. To ensure that discipline is nondiscriminatory, the principal should attempt the following: (1) make all disciplinary rules as clear and precise as possible, avoiding distinctions based on race, sex, or physical handicap; (2) make sure, if a rule seems to have a disproportionate negative effect on students of one race or sex, or on another group that might claim discrimination, that the rule has a legitimate educational purpose and that the disproportionate impact has a demonstrable, nondiscriminatory cause; (3) make sure that fair rules are being administered in a fair manner (there is nothing wrong with the use of administrative discretion if it is exercised in a rational, consistent way free of bias); (4) enact disciplinary penalties that are not only permissible under state law, but also appropriate in severity to the rule violation involved; and (5) demonstrate concern about any policy that has a disproportionate negative effect on any legally protected group. (Author/IRT).

ED 177 734 **EA 012 232**

Williams, T. R.
Leadership Issues for Canadian Education.
Canadian Education Association, Toronto (Ontario)
Pub Date—79
Available from—Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($3.00; payment should accompany order)
Pub Type—Books (010). Opinions/Personal Viewpoints/Position Papers/Essays (120)
Document Not Available from EDRS
Descriptors—*Culture Conflict, *School District Autonomy, *Social Problems, *State School District Relationship, Bilingualism, Demography, Economic Factors, Educational Problems, Elementary Secondary Education, Foreign Countries, Leadership Styles, Social Values
Identifiers—Canada

In addressing issues that are common to all educational jurisdictions in Canada, the author has designated as "national" those issues that are manifest concurrently within the provincial and local board arenas and as 'federal' those issues that integrally involve relationships between the federal government and the provinces. Four national issues are discussed: (1) issues dealing with matters of economics and demography; (2) ideological and values issues that relate both to governance and decision-making and to matters of personal, educational, and religious beliefs; (3) issues that revolve around the question of the control of education; and (4) issues that deal primarily with matters of administrative style. The discussion of national issues takes up the bulk of the monograph because they far outnumber the federal issues. The federal issues are centered on finance and the question of national unity. The author concludes that it is only through a renewed focus on the children in the classroom as the shared interest of all involved in education that Canadian school systems can creatively cope with their current dilemmas. (Author/IRT).

ED 177 735 **EA 012 233**

School Staffing Ratios: Update 1978-79. ERS Research Memo.
Educational Research Service, Arlington, Va
Pub Date—79
Available from—Educational Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209 (Stock No. 221-00008; $8.00; payment must accompany orders under $10.00)
Pub Type—Numerical/Quantative data (110). Reports—Research/Technical (143)
Document Not Available from EDRS
Descriptors—*National Surveys, *Student Teacher Ratio, Administrators, Expenditure Per Student, Principals, Records Forms, School Districts, Surveys, Tables Data, Teacher Aides, Teachers
Identifiers—Staffing Ratios, Teacher Staff Ratios

This report is designed to supply school management with data for the school year between the regular biennial reports, the last of which was published for the school year 1977-78. The school staffing ratio data included here are intended as a supplemental update of the 1977-78 report and should be used in connection with that report, which describes in detail the methods and limitations in the study procedures. The general summary data reported here are in 32 tables for school districts by four enrollment categories and by five per pupil expenditure categories. Definitions of these categories and the number of reporting school districts in each are described in detail in Appendix A. In addition, this report shows how a member of the management staff of a specific school district can compute staffing ratios for that school district that are comparable with ratios computed for other districts. A worksheet and examples of the computations are included in this publication. (Author/LD).

ED 177 736 **EA 012 242**

Price, Gary G. And Others
Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
Wisconsin Univ. Madison. Research and Development Center for Individualized Schooling
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCIS-TR-475
Pub Date—78
Contract—OB-NIE-G-78-0217
Note—78p. ; Report from the Project on Evaluation of Practices in Individualized Schooling
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Individualized Instruction, *Models, *Program Evaluation, *Research Methodology, Elementary Education, Grade 2, Grade 5, Job Satisfaction, Mathematics Instruction, Reading Instruction, School Organization, Teacher Morale, Teaching Methods
Identifiers—Individually Guided Education

This document provides an overview of the school variables and unit variables used in Phase 1 of the Individually Guided Education (IGE) evaluation. Included in the discussion of each variable are a verbal definition of the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase 1 study, and the internal consistency of the variable. Also included is a discussion of a structural model that was developed as an expression of how the school characteristics measured by these variables are supposed to influence each other in an IGE school. (Author).

ED 177 741 **EA 012 247**

Lachman, Seymour P. Ed
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
City Univ. of New York, N.Y. Center for Advanced Study in Education
Report No.—CASE-07-79
Pub Date—79
Pub Type—Collected Works—Proceedings (021). Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Cooperative Programs, *Coordination, *Cultural Centers, *Educational Technology, *Environmental Education, *School Role, Computer Assisted Instruction, Educational Innovation, Futures of Society, Government Role, Health Education, Private Schools, Public Schools, Vocational Education
Identifiers—New York (New York)

The purpose of this conference was to bring together leaders of public and private schools to discuss matters of mutual concern and interest. The morning session was concerned with the topic 'The Child, the Teacher, the Machine' and focused on educational technology with emphasis on computer-aided instruction. The morning workshops dealt with 'The Child as One of the Continuing Foci of Education' and 'The Role of Technology in Communicating with the Child'. A luncheon keynote speech was on 'Connecting Education Resources,' specifically the coordination among the many educational and cultural agencies in New York City. The afternoon session examined 'The Expanding Role of the School,' especially in the provision of social services and environmental education. Workshops were entitled 'The School as the Local HEW'? and 'Education and Survival'. All the major presentations and workshop reports are included in the document. (JM).

ED 177 742 **EA 012 248**

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.
Congress of the U.S. Washington, D.C. House
Report No.—House-R-96-197
Pub Date—79
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Air Pollution, *Federal Legislation, *Waste Disposal, Compliance Legal, Cost Estimates, Elementary Secondary Education, Federal Regulation, School Buildings, School Safety
Identifiers—Asbestos, H R 3282 (96th Cong 1st Sess)

This report by the Committee on Education and Labor of the House of Representatives endorses H.R. 3282, the Asbestos School Hazard Detection and Control Act of 1979, and also presents minority views of ten members of the committee. The purpose of this legislation is to authorize a systematic federal program for identifying and controlling hazardous asbestos conditions in elementary and secondary schools. This program will take the form of technical, scientific, and financial assistance to local educational agencies, including private schools. Provisions of the bill and its legislative consideration are presented. Testimony from hearings is summarized about asbestos health and safety hazards, asbestos exposure in schools, treatment of school asbestos hazards, and the need for a federal program. A section-by-section analysis of the bill and Congressional Budget Office cost estimates for implementation of this legislation conclude the report. (Author/MLF).

ED 177 744 **EA 012 250**

Murray, Saundra R. Murray, Charles A.
National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—AIR-78601-6/79-IR

Pub Date—79
Contract—400-79-0014
Note—76p.; For a related document, see EA 012 251
Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Academic Achievement, *Evaluation Methods, *Program Evaluation, Community Involvement, Educational Objectives, Formative Evaluation, Measurement Techniques, Parent Participation, Program Design, Program Development
Identifiers—PUSH for Excellence Program

Unlike classical experimental evaluation techniques, this evaluation design is intended to accommodate maximum flexibility and a dual purpose: to learn from the program under scrutiny and to help the program in its efforts. The program being evaluated here is the PUSH for Excellence (PUSH-EXCEL) Program whose activities focus on promoting an environment within which better education can take place. Section 1 of the document describes the logic that links PUSH-EXCEL's activities with its goals. This logic is used as a basis for the evaluation design. Section 2 provides an overview of the approach to the evaluation. Section 3 discusses the choice of measurement techniques, and section 4 outlines the segments of the evaluation to be undertaken in 1979-1980. (Author/JM).

ED 177 745 EA 012 251

National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.
American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—AIR-78601-6/79-IR
Pub Date—79
Contract—400-79-0014
Note—230p.; For a related document, see EA 012 250
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Academic Achievement, *School Activities, *Student Attitudes, *Student Motivation, Attendance, Discipline, Educational Facilities Improvement, Interviews, Parent Participation
Identifiers—California (Los Angeles), Illinois (Chicago), Missouri (Kansas City), PUSH for Excellence Program

Based on a field study conducted from March 1979 to June 1979, this document describes the PUSH for Excellence projects in three demonstration sites: Chicago, Kansas City, and Los Angeles. The PUSH for Excellence Program is intended to increase student motivation and responsibility, create an atmosphere of order and discipline in the public schools, and provide the opportunity for youth to obtain quality education. Information for this report was gathered by reviewing program documentation, interviewing project staff and other key actors at each site, and observing day-to-day program operations and special events. These activities were preliminary steps in the design of a national evaluation of the PUSH for Excellence Project. Each description contained here begins with a narrative detailing the origins, goals, and special features of the site. Then summaries of program activities in individual school components are presented. (Author/JM).

ED 177 746 EA 012 257

Painter, Bert And Others
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
British Columbia Research Council, Vancouver
Spons Agency—British Columbia Dept. of Education, Victoria
Pub Date—79
Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Attendance Patterns, *Dropout Rate, *Strikes, *Student Attitudes, Academic Achievement, Administrator Attitudes, Attendance, Bus Transportation, Elementary Secondary Education, Foreign Countries, Heating, Nonprofessional Personnel, Teacher Attitudes
Identifiers—British Columbia (West Kootenay)

This report aims to reconstruct the experience of the participants within the school districts in the West Kootenay region of British Columbia during the six-week period of a strike/lockout of nonteaching employees. It also attempts to determine the labor dispute's major effects on school performance and to identify ways of minimizing the effects of such a disruption. Although no reliable data are available on the effects on student academic achievement, the evidence is that the dispute generated increased absence and dropout rates for the remainder of the year, particularly at the secondary level. No one factor is sufficient to minimize the effects of the disruptions, nor are the factors purely technical. They are a combination of social and technical variables. The study identified six key factors. They are the attitude of the teaching staff, the degree of responsibility that students are prepared to assume for their education, the amount of parental support, the flexibility of the curriculum and the teachers, and, a factor that can override all else, the temperature of the school. The starting point for minimizing the effects of the disruption is the recognition that school is not in regular operation. (Author/IRT).

ED 177 748 EC 113 228

Andolina, Charlene
Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
Pittsburgh Univ. Pa
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Available from—University Microfilms International, P.O. Box 1346, Ann Arbor, Michigan 48106 (Catalogue No. 7816776; $22.00 hard copy, $11.00 microfiche)
Pub Type—Dissertations/Theses (040)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Age Differences, *Language Acquisition, *Learning Disabilities, *Speech Communication, *Vocabulary Development, Exceptional Child Research, Syntax

Four age levels of 80 learning disabled (LD) students (7.5-8.11, 9.0-10.5, 10.6-11.11, and 12.0-13.5 years) participated in an examination of syntactic maturity and vocabulary richness in their oral language. Ss were shown two films without the sound turned on, and were then tape recorded as they told the story of the film in their own words. Transcriptions were analyzed with two measures of syntactic maturity (including the Syntactic Density Score) and two of vocabulary richness (Vocabulary Intensity Index and the corrected type-token ratio). Among findings were that a developmental pattern of syntactic maturity existed as measured by the number of T-units (minimal terminable unit) and the average number of words per T-unit; normal children as measured by length of T-unit experienced periods of rapid growth while LD Ss exhibited gradual progress in their control of syntax throughout the age levels, and there was no observable vocabulary developmental pattern as measured by the Vocabulary Intensity Index and simple type-token ratio. Findings suggested that observation and analysis of oral language should be an integral part of classroom assessment procedures. (CL).

ED 177 749 EC 120 168

Dunn, John M. Ed. Harris, Jerry L. Ed
Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
Oregon State Univ. Corvallis. School of Health and Physical Education
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007701197
Note—155p
Available from—Oregon State University, School of Health and Physical Education, Corvallis, Oregon 97331 ($3.00 xerox copy)
Pub Type—Speeches, Conferences Papers (150). Collected Works—Proceedings (021)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Adapted Physical Education, *Handicapped Children, *Inservice Education, *Mainstreaming, *Physical Education, Accountability, Administrator Role, Conference Reports, Delivery Systems, Educational Legislation, Elementary Secondary Education, Exceptional Child Research, Higher Education, Models,

Needs Assessment, Parent Child Relationship, Personnel, Rural Education, Suburbs, Teacher Attitudes, Urban Education
Identifiers—Education for All Handicapped Children Act

Twenty papers presented at the Oregon state conference on "Inservice Physical Education and Public Law 94-142" are included in the volume. The first section focuses on the inservice challenge and includes papers on subjects such as the accountability of inservice training for implementation of Public Law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. The second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a field delivery system for inservice in a rural area, and a motor development inservice training project. The final section considers inservice for special groups. Among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities. (PHR).

ED 177 750 EC 120 277

Smith, Carl R.
Identification of Youngsters with Emotional Disabilities.
Iowa State Dept. of Public Instruction, Des Moines
Pub Date—76
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Emotional Disturbances, *Identification, *Psychological Evaluation, * *Teacher Role, Behavior Patterns, Definitions, Elementary Secondary Education, Informal Assessment, Interviews, Labeling of Persons, Observation, State of the Art Reviews

A clarification of the identification process for emotionally disturbed children is presented. Traditional definitions of emotional disturbance (ED) are explored and four behavioral clusters within traditional definitions are presented. The four are withdrawal from social interaction (autism), unsatisfactory interpersonal relationships, consistently inappropriate behavior under normal circumstances, and a general pervasive mood of unhappiness or depression. Other factors to be considered in the identification of ED are consistency, intensity, duration, and age appropriateness. Diagnostic information should be obtained from home interviews with the parents, observational data (behavioral checklist, formal observation, interviews with student), self-inventories and projective measurement, and clinical consultation. The rationale for identification is discussed as well as educators' fears of the possible negative side effects of labeling, and their lack of competency in identifying ED. The author concludes that by identifying children with ED, the teacher begins a remediation process. (PHR).

ED 177 751 EC 120 400

Boggs, Keith
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
National Office for Social Responsibility, Arlington, Va
Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date—78
Contract—J-LEAA-008-7
Note—73p
Available from—National Office for Social Responsibility, 1901 North Moore Street, Arlington, VA 22209 ($5.00 xerox copy)
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Design, *Delinquency, *Delinquency Prevention, *Delivery Systems, *Training Methods, Behavior Problems, Delinquent Rehabilitation, Evaluation, Guides, Juvenile Courts, Needs Assessment, Program Descriptions, Resource Materials

The training manual of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is intended for personnel involved with Youth Service Bureaus and other diversion projects which provide direct services to delinquent or predelinquent youths with the hope of preventing initial or further involvement with the juvenile justice system. Section I, "Orientation and Overview," describes objectives of the OJJDP and local project organization and objectives. Section II is on the diversion orientation curriculum and describes five modules: rationales for diversion, guidelines for diversion, components of diversion projects, evaluation of diversion projects, and the local diversion project. Each module outlines concepts and training tasks and suggests available training resources. Section III is on designing an orientation program and includes subsections on such aspects as assessment of needs, management style and training, multiple media, preparation of training agendas, assessment and evaluation activities, and a sample 2 day diversion orientation agenda. (DB).

ED 177 752 EC 120 691

Nesbitt, John A.
Special Recreation—Bridge to Mainstreaming.
Iowa Univ. Iowa City. Recreation Education Program
Spons Agency—Gallaudet Coll. Washington, D.C. Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals. President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date—79
Pub Type—Information analyses/State-of-the-Art Materials (070). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Handicapped Children, *Mainstreaming, *Recreational Programs, Normalization Handicapped, State of the Art Reviews
Identifiers—Scouting

The document points out the merits of scouting as a recreational program for the handicapped, and considers the YMCA's (Young Men's Christian Association's) Project MAY (Mainstreaming Activities for Youth) and the Boy Scouts of America's (BSA) Scouting for the Handicapped program. Dimensions of scouting seen as beneficial for the handicapped include its career education and recreation education dimensions. It is explained that Project MAY is a 3-year project to assist national youth serving agencies in planning, developing, implementing, promoting, and evaluating a cooperative/coordinated training program aimed at mainstreaming handicapped youth into regular youth programs. Sections also address the BSA program, the National Resource Handbook on Scouting for Handicapped Children, the National Institute on Special Recreation, and recent developments in special recreation (such as the inclusion of therapeutic recreation in services that can be provided if written into the individualized educational plan). (SBH).

ED 177 754 EC 120 694

McCaffrey, Mary Tewey, Stephanna
WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
Council for Exceptional Children, Reston, Va
Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date—79
Contract—90-C-863(02)
Note—356p. ; Kit includes a 10 unit curriculum; Trainer's guide, overhead transparencies for each session, two film strips with each cassette titled Child Abuse and Neglect: "What the Educator Sees" and Child Abuse and Neglect: "What the Educator Can Do" Film and cassette not available from EDRS
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 22091 ($85.00)
Pub Type—Non-Print Media (100). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Child Abuse, *Child Neglect, *Inservice Teacher Education, *Instructional Materials, *Prevention, Filmstrips, Identification, Learning Activities, Outreach Programs, Program Evaluation, School Community Relationship, School Policy, Tape Recordings, Teacher Responsibility

The multimedia package for educators was developed from 22 demonstration training projects and is on the prevention and treatment of child abuse and neglect. The package contains two filmstrips with associated tape cassettes, a trainer's guide, and individual packets for ten training sessions (each containing transparencies, worksheets, and resource materials). Training information and suggested activities are given for each of the 10 sessions covering the following eight topics: the problem/responsibility (basic information about child abuse and understanding of the educator's responsibilities); identification (recognition of the indicators of child abuse and neglect); community response (relationship of the educator to other community agencies); policy (development of school policy in the context of a coordinated community effort); the school based team (for the prevention and treatment of child abuse and neglect); school programing (use of school programs and educators to provide support services to the child and family); the community team (the position of the educator on the community multidisciplinary team); and community outreach. The two filmstrips consider what the educator sees and what the educator can do. Both individual and program evaluation materials are provided. (PHR).

ED 177 755 EC 120 773

Litrownik, Alan J.

Self-Concept and Self-Regulatory Process in TMRs. Final Report.

San Diego State Univ. Calif. Dept. of Psychology
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—GOO7500670
Note—91p.; Print is marginally legible on some pages
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Performance Criteria, *Self Concept, *Self Control, *Skill Development, *Task Performance, *Trainable Mentally Handicapped, Exceptional Child Research, Generalization, Learning Processes, Program Evaluation, Self Reward, Training Methods

The purpose of the project was to develop and evaluate a training program in self regulatory skills with approximately 40 trainable mentally retarded students (TMR) (mean age 18 years) and to determine the effect of the acquired self regulatory skills on task performance and self concept. In Phase 1, six preliminary studies attempted to determine (1) whether TMR students could perform these requisite skills, (2) if these skills could be developed in students who did not have them, and (3) the effects of these acquired skills on task performance. Results indicated that few TMR students had appropriate self regulatory skills, but that these skills could be acquired, generalized, and retained as a result of a brief training period. The second phase involved evaluation of a training program with features appropriate to other structured (e. g. classroom) situations. Two groups were trained in the component self regulatory skills of self monitoring, self evaluation, and self reward, with one group having appropriate external standards of performance set and the other allowed to set its own standards of performance. Two additional groups served as controls. Results indicated (1) that trained students reached criterion and independently transferred self regulatory skills to new tasks; (2) that trained students, especially those who set their own appropriate standards, outperformed other groups; and (3) that there were no differences in self concept between the trained and control groups. (PHR).

ED 177 758 EC 120 884

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.

New York Univ. N.Y. Deafness Research and Training Center
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—G007407451
Note—23p.; Best copy available
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Captions, *Cognitive Processes, *Cognitive Style, *Deafness, *Material Development, *Memory, *Visual Learning, Exceptional Child Research, Films, Hearing Impairments, Television

The paper reports results and discusses implications of three studies on captioning films and television programs for deaf audiences. Study I dealt with the short-term visual memory required in recognition of fingerspelled letters, while study II focused on serial position effects and forward making (interference produced by first stimulus on the second), and study III concerned the generalizeability of inferences from results with fingerspelling across systems of linguistic symbols. Implications of the research for short-term memory strategies and letter recognition are discussed in terms of individual differences in coding strategies, letter recognition and task demands, and the interaction of the task and individual differences in coding strategies. Practical implications for captioning are seen to cover future research study design and to indicate the possibility that because of differences in cognitive modes there is no one optimal means of captioning material for deaf students. (CL).

ED 177 759 EC 120 885

A Summary of a Conference to Analyze Language Review Findings. Final Report.

Rehab Group, Inc. Arlington, Va
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—300-76-0561
Note—78p
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Conference Reports, *Handicapped Children, *Language Acquisition, *Language Research, Evaluation Methods, Intervention, Research Needs, State of the Art Reviews

The report summarizes a 1976 conference designed to analyze the findings and recommendations of three studies of language development in young handicapped children. It is explained that project directors and language researchers attended the Bureau of Education for the Handicapped—sponsored conference. A summary of conference discussion is presented on the findings and recommendations from a Boston University study on assessment instruments; a University of Kansas study on the assessment of language-related skills of pre-linguistic children, and establishment of a computer based storage and retrieval system for language literature; and a study at George Peabody College of a model of valid language approaches for clinicians. Suggestions regarding areas of future research, methodologies, and procedures are discussed regarding three areas: language acquisition and care-giver/child interactions, intervention strategies with handicapped children, and design of assessment instruments and procedures. (CL).

ED 177 760 EC 120 886

Ryan, Bruce P. Gray, Burl B.

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.

Behavioral Sciences Inst. Carmel, Calif
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—443CH50105
Pub Date—76
Contract—G007500666
Note—96p
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Handicapped Children, *Language Programs, *Program Development, *Program Evaluation, *Success, Teacher Characteristics
Identifiers—Monterey Language Program

The report details implementation of the Monterey Language Program and the Monterey Plan, a systematic procedure for teaching language to handicapped children, in 16 sites. Data is explained to have been based on 136 questionnaires completed by administrators, supervisors, and language teachers; 109 interviews; and 41 on-site observations. Primary questions are said to have focused on how many language teachers still use the product, how well, and why they use it. Among findings discussed are that 63% of the language teachers were still using the program with a 90% accuracy. Characteristics of language teachers still using the program are described, as are characteristics of successful projects and of teachers who do not still use the program. Ten guidelines highlight such implementation. Considerations as provision of practicum procedure with real students, encouragement of individual teachers to make minor modifications in the procedure, and development of a responsive yet easy to administer evaluation system. (CL).

ED 177 761 **EC 121 112**

Kranz, Bella

Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.

North Dakota Univ. Grand Forks. Bureau of Educational Research and Services

Pub Date—78

Available from—Bureau of Educational Research and Services, University of North Dakota, Grand Forks, North Dakota 58202 ($1.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cultural Pluralism, *Gifted, *Screening Tests, *Talent, *Talent Identification, Creativity, Cultural Differences, Evaluation Methods, Guidelines, Models, Test Bias

Identifiers—Multi Dimensional Screening Device

The monograph presents a model for identifying gifted/talented children which is based on a multidimensional concept of intelligence, designed to include the less accepted school population in its initial search, and tied to a staff development program for teachers who must be part of the screening process. Rationale for the Multi-Dimensional Screening Device (MDSD) is discussed, and seven steps in implementing the MDSD are outlined, beginning with staff development and individual rating of students to selection of children by a local screening committee. Definitions and examples of the following 10 categories in the MDSD are listed: ability [illegible] visual arts, ability in the performing arts, demonstrated creative or productive thinking, academic ability in a particular discipline; general intellectual ability at or above 1 out of 100 range; leadership qualities, organizing, and decision making, psychomotor history and abilities; history and use of spatial and abstract thinking; high discrepancy between performance and general intellectual ability; and talent associated with the child's cultural heritage. Scoring procedures for the MDSD are described. (CL).

ED 177 762 **EC 121 113**

Brooks, Kenneth W.

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date—79

Available from—National Association of State Directors of Special Education, 1201 16th Street, N.W. Washington, D.C. 20036 ($7.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Architectural Barriers, *Building Design, *Design Requirements, *Facility Planning, *Handicapped Children, Compliance Legal, Facility Guidelines, Federal Legislation, Guidelines, Standards

The guide details characteristics to provide architecturally accessible special education programs for handicapped students. Impetus for the accessibility movement is traced to legislation, including the Architectural Barriers Act and Sections 503 and 504 of the Rehabilitation Act of 1973. Planning features considered are the development of a master plan, identification of qualitative and quantitative needs, determination of resources, and staff involvement. A final section outlines specific accessibility requirements and current and proposed ANSI (American National Standard Specifications) standards for general interior considerations, specific areas within facilities, ground and floor surfaces, parking and passenger loading zones, ramps, stairs, elevators, drinking fountains, bathrooms, alarms, signage, telephone, and assembly areas. (CL).

ED 177 763 **EC 121 114**

Henderson, Hyrum S.

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.

Utah State Univ. Logan

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-74-9327

Note—339p.; Some print is small and may be difficult to read

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Inservice Teacher Education, *Mainstreaming, *Mild Mental Retardation, *Rural Areas, Exceptional Child Research, Higher Education, Instructional Materials, Mental Retardation, Program Effectiveness, Teaching Methods

Identifiers—Mildly Handicapped

The effectiveness of two courses designed to train 96 regular classroom teachers in rural areas to teach mildly handicapped children in their classrooms was examined. The courses covered teaching methods and materials and included self instructional materials. A posttest only control group design was employed. Data were collected on four measures: a criterion referenced test covering each course, a classroom observation and recording form, and a teacher inventory. Results indicated that teachers in the experimental group made significantly fewer errors on the criterion referenced tests and used more of the recommended techniques than teachers in the control group. No significant differences were found in perceived job satisfaction or teaching effectiveness. (Among 13 appendixes are sample criterion referenced tests and rating forms.) (CL).

ED 177 766 **EC 121 117**

Walker, Hill M. And Others

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.

Oregon Univ. Eugene. Dept. of Special Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Behavior Problems, *Behavior Rating Scales, *Classroom Observation Techniques, Emotional Disturbances, Observation, Peer Relationship, Records Forms, Tests

The paper describes a method of observation and data recording for use with the acting-out child in the classroom. The form is explained to provide a record of behavior, measure rate, and note consequent social responses to the child's behavior from the environment, while also monitoring the behavior of the child's peers during observation sessions. The observation procedure is detailed, and code criteria is explained for classroom behavior (individual work, group activity, nonattending, noise -nonverbal, vocalization, physical contact, movement, vocal initiation to subject); responses (attention, praise, disapproval, compliance, noncompliance, physical contact); and response agents (teacher, peer, observer). A criterion code test with answers is included. (CL).

ED 177 768 **EC 121 119**

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.

Illinois State Dept. of Conservation, Springfield

Pub Date—78

Available from—Department of Conservation, Bureau of Land and Historic Sites, 405 E. Washington, Springfield, Illinois 62706 (Free)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Architectural Barriers, *Design Requirements, *Disabilities, *Parks, *Recreational Facilities, Building Design, Guidelines, Physical Disabilities, Standards

Intended as a guide for designing and constructing accessible buildings and park facilities for handicapped persons, the manual details design considerations for the following areas: parks and recreation areas, identification signs, parking, trails, picnic areas, furnishings, camp sites, boating, fishing, play and game areas, swimming areas, amphitheaters, lodges/cabins, public telephones, toilet rooms, fountains, walks, curb cuts, ramps, rest areas, entrances/exits, floors/corridors, handrails, stairs, elevators and hand controls, and control devices. Each section includes drawings or photographs to illustrate design specifications. (CL).

ED 177 769 **EC 121 120**

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Handicapped Children, *Mainstreaming, *Preschool Education, *Program Evaluation, Annual Reports, Exceptional Child Services, Federal Programs, Statistical Data
Identifiers—Project Head Start

The sixth annual report to Congress on Head Start services to handicapped children details the number and type of children served for the 1977-78 year and the 1977 summer program. An introductory section provides background information, including an overview of Head Start policies regarding handicapped children. Chapter 2 presents findings on the number, types of handicaps, and severity of handicaps served. Among results cited are that handicapped children accounted for 13% of the total enrollment in full year programs; and that the distribution of handicapped children categorized by primary handicapping condition ranged from 52.7% speech impaired to .4% blind. Chapter 3 summarizes the following types of Head Start services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, training and technical assistances, parent services, interagency cooperation, and summer Head Start programs. Results of a 2-year study on mainstreaming in Head Start are included. Among four appendixes are survey results of handicapped children in Head Start by state. (CL).

ED 177 770 **EC 121 121**

Guess, Doug And Others

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.

Kansas Neurological Inst. Topeka
Spons Agency—Office of Education (DHEW), Washington, D.C. School Systems Branch.
Pub Date—77
Contract—OEC-0-74-9184. R0077FPA
Note—170p. ; For related documents, see EC 121 122-124
Pub Type—Reports—Evaluative/Feasibility (142). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Communication Problems, *Communication Skills, *Handicapped Children. *Language Handicaps, *Language Programs, *Preschool Education, Intervention, Language Acquisition, Language Patterns, Linguistics, Literature Reviews, Operant Conditioning, Program Evaluation, State of the Art Reviews

The first of four documents assesses the state of the art in the area of speech and language intervention for preschool handicapped children. It is explained in an introductory chapter that the report is designed to furnish an overview of existing programs and procedures which exemplify the field and identify critical issues which currently exist in a behavioral analysis of language intervention efforts for handicapped children. Chapter 2 reviews the intervention procedures for language related behaviors which include audiometric training procedures and the training of generalized imitation skills. Chapter 3 considers investigations where operant based intervention procedures and techniques have been applied to specific areas of linguistic behaviors (semantic development, morphology, syntax, spontaneous speech, and inappropriate speech and language). The purpose of Chapter 4 is to review and assess some of the more prominent comprehensive language programs currently available including the Illinois Program for Systematic Language Instruction, the Peabody Language Development Kit, and the Non-Speech Language Intervention Program. Described are the theoretical underpinnings of each program, the supporting data if available, prerequisite skills for entering the program, content areas, cost of purchase, source, and other information unique to the program. Chapter 5 addresses several of the conceptual issues which have served as areas for debate and controversy (such as the relationship between productive speech and receptive language, and the sequencing of linguistic structures). (Author/SBH).

ED 177 771 **EC 121 122**

Longhurst, Thomas M.

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.

Kansas Neurological Inst. Topeka
Spons Agency—Office of Education (DHEW), Washington, D.C. School Systems Branch.
Pub Date—77
Contract—R0077FPA
Note—412p. ; For related information, see EC 121 121-124
Pub Type—Information analyses/State-of-the-Art Materials (070). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC17 Plus Postage
Descriptors—*Evaluation Methods, *Handicapped Children, *Language Acquisition, *Language Tests, *Preschool Education, Bibliographies, Emotional Disturbances, Hearing Impairments, Language Proficiency, Literature Reviews, Mental Retardation, Neurological Impairments

The second of four documents provides a summary of the scientific literature pertaining to spontaneous language acquisition in handicapped preschool children, and reviews and evaluates procedures for assessing language acquisition in these children. Chapter 1 focuses on language development in nonhandicapped children after they have acquired their first word to the time they begin school. The skills that are acquired by nonhandicapped children during this relatively short time period are reviewed for handicapped children in Chapter 2. Sections in this chapter focus on the following specific handicapping conditions: acoustically handicapped, neurologically handicapped, emotionally handicapped, and mentally handicapped. Also addressed are the effects of institutionalization, influence of brain damage, Down's syndrome children, developmental delay vs. specific deficit, and the critical period. Chapter 3 contains a review of some of the issues, assumptions, and current approaches to language assessment in young children. The assessment paradigm, test standardization, phonological assessment, morphological and syntactic assessment, vocabulary and basic concepts assessment, global language tests, and communication assessment are considered. Appendixes contain specific descriptions of speech and language assessment procedures grouped into general development and performance, global language, phonological, morphological, and syntactic, and vocabulary and basic concept assessment procedures. A bibliography completes the document. (Author/SBH).

Indexes

Subject Index

This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

Subject Term — **Consumer Education**

Document Title — Helping Families Adjust to Economic Change. A Project Report.

Accession Number — ED 181 239

Academic Achievement
Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.
ED 177 693
Maryland Accountability Program Report V. School Year 1977-1978. Revised.
ED 177 716
National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.
ED 177 745
National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Accountability
Maryland Accountability Program Report V. School Year 1977-1978. Revised.
ED 177 716

Adapted Physical Education
Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Administration
Developing an Effective Board-Administrative Team.
ED 177 724

Administrative Problems
21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

Administrator Attitudes
Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341
Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.
ED 177 330

Administrator Education
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.
ED 177 701
Model Program for the Academic Preparation of School Business Administrators.
ED 177 730

Administrator Evaluation
Performance Evaluation of School Based Administrators (and) Baltimore City Public School Circulars No. 385, 215, 351.
ED 177 687

Administrator Responsibility
Developing an Effective Board-Administrative Team.
ED 177 724

Administrator Selection
Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Administrators
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.
ED 177 701
Model Program for the Academic Preparation of School Business Administrators.
ED 177 730
Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702
21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

Age Differences
Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Agribusiness
Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Agricultural Education
Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341
The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Agricultural Occupations
Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Agricultural Production
Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Air Pollution

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.
ED 177 742

Architectural Barriers

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
ED 177 723

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Assessed Valuation

Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
ED 177 727

Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Attendance

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Attendance Patterns

The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746

Attitude Change

Changing Attitudes to Work and Life Styles.
ED 177 320

Behavior Problems

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
ED 177 766

Behavior Rating Scales

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
ED 177 766

Bibliographies

Bibliography on Career Education.
ED 177 368

Board Candidates

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Board of Education Policy

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Board of Education Role

Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Building Design

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Building Operation

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Building Trades

Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Captions

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Career Choice

Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Career Development

Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Career Education

Bibliography on Career Education.
ED 177 368

Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

Career Exploration

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

Change Strategies

Discipline: A Review of Selected Literature.
ED 177 729

Charts

National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

Child Abuse

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Child Neglect

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Classification

A Taxonomy of Interventions: The Prototype and Initial Testing.
ED 177 689

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Classroom Observation Techniques

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
ED 177 766

Climate Control

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Cognitive Processes

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Cognitive Style

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Communication Problems

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Communication Skills

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Competence
Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Competency Based Teacher Education
Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Compliance Legal
Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Conference Reports
A Summary of a Conference to Analyze Language Review Findings. Final Report.
ED 177 759

Construction Needs
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Cooperative Planning
Developing an Effective Board-Administrative Team.
ED 177 724

Cooperative Programs
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Coordination
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Costs
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Cultural Centers
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Cultural Pluralism
Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Culture Conflict
Leadership Issues for Canadian Education.
ED 177 734//

Curriculum
State Legislated Curriculum in the United States.
ED 177 713

Curriculum Design
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Deafness
Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Decision Making
Developing an Effective Board-Administrative Team.
ED 177 724

Declining Enrollment
National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

Delinquency
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Delinquency Causes
Discipline: A Review of Selected Literature.
ED 177 729

Delinquency Prevention
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Delivery Systems
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Depleted Resources
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Design Requirements
Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Disabilities
The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
ED 177 363

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Disadvantaged Youth
Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Discipline
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 731

Discipline Problems
Discipline: A Review of Selected Literature.
ED 177 729

Dropout Rate
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746

Dropouts
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Educational Diagnosis
Job Functional Profile.
ED 177 338

Proud Option Project. Final Report.
ED 177 337

Student Functional Profile.
ED 177 339

Educational Experience
Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Educational Improvement
Partners: Parents & Schools.
ED 177 700

Educational Innovation
A Taxonomy of Interventions: The Prototype and Initial Testing.
ED 177 689

Educational Needs
Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.

ED 177 677

Educational Technology

Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Efficiency

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351

Elections

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Electrical Appliances

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Eligibility

Employer's Complete Guide to Unemployment Compensation.
ED 177 717//

Emotional Disturbances

Identification of Youngsters with Emotional Disabilities.
ED 177 750

Employment

Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Employment Interviews

Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Employment Potential

Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Employment Projections

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Energy

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Energy Conservation

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Enrollment Projections

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Environmental Education

Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Equal Education

Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
ED 177 727

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

Equal Protection

Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 731

Equalization Aid

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

The Illinois General Purpose Grant-in-Aid System, 1979-1980.
ED 177 728

Money and Education: A Guide to Michigan School Finance.
ED 177 696

Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697

Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Evaluation

Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Evaluation Criteria

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.
ED 177 324

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
ED 177 322

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Evaluation Methods

Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Negotiating Merit Pay Provisions for Ad-

ministrators.
ED 177 706

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
ED 177 322

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Expenditure Per Student

Money and Education: A Guide to Michigan School Finance.
ED 177 696

Experiential Learning

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

Facility Guidelines

Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
ED 177 723

Facility Planning

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Facility Requirements

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Federal Legislation

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.
ED 177 742

Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
ED 177 723

Federal Regulation

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Females

Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Finance Reform

Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
ED 177 727

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

The Illinois General Purpose Grant-in-Aid System, 1979-1980.
ED 177 728

Financial Needs

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Fiscal Capacity

Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697

Flexible Working Hours

Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Followup Studies

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Fuel Consumption

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Futures of Society

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Gifted

Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Graduate Surveys

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Handicapped Children

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Special Recreation—Bridge to Mainstreaming.
ED 177 752

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.
ED 177 769

A Summary of a Conference to Analyze Language Review Findings. Final Report.
ED 177 759

Handicapped Students

Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Job Functional Profile.
ED 177 338

Student Functional Profile.
ED 177 339

High School Graduates

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Home Economics

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340

Home Economics Teachers

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340

Home Management

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Home Visits

Evaluation of Home Visitations as a Part of

Vocational Homemaking Education in Texas. Final Report.
ED 177 340

Human Body

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Human Relations

21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

Identification

Identification of Youngsters with Emotional Disabilities.
ED 177 750

Income

Money and Education: A Guide to Michigan School Finance.
ED 177 696

Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697

Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

Individualized Instruction

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

Individualized Programs

Job Functional Profile.
ED 177 338

Student Functional Profile.
ED 177 339

Information Dissemination

Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Inservice Education

Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.
ED 177 701

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Inservice Teacher Education

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

Inservice Education Preferences of Educators.
ED 177 690

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Institutionalized Persons

Proud Option Project. Final Report.
ED 177 337

Instructional Materials

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Intervention

A Taxonomy of Interventions: The Prototype and Initial Testing.
ED 177 689

Job Analysis

Job Functional Profile.
ED 177 338

Job Satisfaction

Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719

Job Skills

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Junior High School Students

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Labor Force

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Labor Needs

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Language Acquisition

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

A Summary of a Conference to Analyze Language Review Findings. Final Report.
ED 177 759

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Language Handicaps

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Language Programs

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.

ED 177 760

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Language Research

A Summary of a Conference to Analyze Language Review Findings. Final Report.
ED 177 759

Language Tests

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

Learning Disabilities

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Legal Responsibility

Employer's Complete Guide to Unemployment Compensation.
ED 177 717//

Life Style

Changing Attitudes to Work and Life Styles.
ED 177 320

Mainstreaming

Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Special Recreation—Bridge to Mainstreaming.
ED 177 752

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.
ED 177 769

Management Teams

Developing an Effective Board-Administrative Team.
ED 177 724

Material Development

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Memory

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Merit Pay

Negotiating Merit Pay Provisions for Administrators.
ED 177 706

Methods

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Mild Mental Retardation

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

Models

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

National Surveys

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

School Staffing Ratios: Update 1978-79. ERS Research Memo.
ED 177 735//

Nondiscriminatory Education

Sex Equity Guidelines for Teacher Educators.
ED 177 332

Nutrition Instruction

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Occupational Surveys

Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Organizational Effectiveness

Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719

Parent Participation

Partners: Parents & Schools.
ED 177 700

Parent School Relationship

Partners: Parents & Schools.
ED 177 700

Parent Student Relationship

Partners: Parents & Schools.
ED 177 700

Parks

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Part Time Employment

Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Performance Criteria

Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Personnel Needs

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Physical Disabilities

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Physical Education

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Planning

Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Political Affiliation

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Political Attitudes

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Preschool Education

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.
ED 177 769

Preservice Teacher Education

Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Prevention

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Prevocational Education

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
ED 177 363

Principals

21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

Program Development

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

Proud Option Project. Final Report.
ED 177 337

Program Effectiveness

Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340

Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.
ED 177 330

Program Evaluation

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.
ED 177 769

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.
ED 177 324

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
ED 177 322

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Program Improvement

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341

Sex Equity Guidelines for Teacher Educators.
ED 177 332

Psychological Evaluation

Identification of Youngsters with Emotional Disabilities.
ED 177 750

Purchasing

National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

Quality of Life

Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Readiness

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
ED 177 363

Recreational Facilities

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Recreational Programs

Special Recreation—Bridge to Mainstreaming.
ED 177 752

Recruitment

Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Reference Materials

Bibliography on Career Education.
ED 177 368

Research Methodology

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

Research Projects

Resources in Vocational Education, 1978. Volume 11, Number 6.
ED 177 336

Resources in Vocational Education, 1978. Volume 11, Number 5.
ED 177 335

Resource Allocation

Money and Education: A Guide to Michigan School Finance.
ED 177 696

Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697

Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Rural Areas

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

Salary Wage Differentials

Negotiating Merit Pay Provisions for Administrators.
ED 177 706

School Activities

National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.
ED 177 745

School Attendance Legislation

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

School Closing

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

School Community Relationship

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

School District Autonomy

Leadership Issues for Canadian Education.
ED 177 734//

School District Spending
Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

School Role
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

School Statistics
Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

School Taxes
Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

School Vandalism
Discipline: A Review of Selected Literature.
ED 177 729

Screening Tests
Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Secondary Education
Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.
ED 177 330

Self Concept
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Self Control
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Services
The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
ED 177 363
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

Severe Disabilities
Proud Option Project. Final Report.
ED 177 337

Sex Differences
Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Sex Discrimination
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317
Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319
Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318
Sex Equity Guidelines for Teacher Educators.
ED 177 332

Sex Fairness
Sex Equity Guidelines for Teacher Educators.
ED 177 332

Sex Stereotypes
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317
Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319
Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

Skill Development
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Social Change
Changing Attitudes to Work and Life Styles.
ED 177 320

Social Influences
Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Social Problems
Leadership Issues for Canadian Education.
ED 177 734//

Speech Communication
Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Standards
Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

State Aid
Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

State Legislation
The Illinois General Purpose Grant-in-Aid System, 1979-1980.
ED 177 728
State Legislated Curriculum in the United States.
ED 177 713

State School District Relationship
Leadership Issues for Canadian Education.
ED 177 734//

Strikes
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746

Student Attitudes
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746
National Evaluation of the PUSH for Excellence Project: Phase I. Program Descriptions.
ED 177 745
The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Student Evaluation
Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344
Student Functional Profile.
ED 177 339

Student Motivation
National Evaluation of the PUSH for Excellence Project: Phase I. Program Descriptions.
ED 177 745

Student School Relationship
Discipline: A Review of Selected Literature.
ED 177 729

Student Teacher Ratio
School Staffing Ratios: Update 1978-79. ERS Research Memo.
ED 177 735//

Success
Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

Summer Programs
Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341

Superintendents
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.
ED 177 701
Selecting a Superintendent. Superintendent Career Development Series No. 2.

ED 177 702

Tables Data
State Legislated Curriculum in the United States.
ED 177 713

Talent
Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Talent Identification
Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Task Analysis
Proud Option Project. Final Report.
ED 177 337

Task Performance
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Tax Effort
Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Teacher Attitudes
Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341
Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340
Inservice Education Preferences of Educators.
ED 177 690

Teacher Education
Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331
Evaluating Career Education Components in Teacher Education Programs.
ED 177 333
Sex Equity Guidelines for Teacher Educators.
ED 177 332

Teacher Effectiveness
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719

Teacher Role
Identification of Youngsters with Emotional Disabilities.
ED 177 750

Teachers
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719
21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

Teaching Skills
Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Technical Education
Resources in Vocational Education, 1978. Volume 11, Number 6.
ED 177 336
Resources in Vocational Education, 1978. Volume 11, Number 5.
ED 177 335

Test Construction
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Test Results
Maryland Accountability Program Report V. School Year 1977-1978. Revised.
ED 177 716

Testing
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Thermal Environment
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Tracking
Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.
ED 177 693

Trade and Industrial Education
Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Trainable Mentally Handicapped
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Training Methods
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Transportation
Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
ED 177 723
Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Truancy
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Two Year Colleges
A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Unemployment
Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Unemployment Insurance
Employer's Complete Guide to Unemployment Compensation.
ED 177 717//

Use Studies
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Utilities
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352
Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Values
Changing Attitudes to Work and Life Styles.

ED 177 320

Violence

Discipline: A Review of Selected Literature.
ED 177 729

Visual Learning

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

Vocabulary Development

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Vocational Education

Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
ED 177 367

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating, Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 177 347

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319

Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Job Functional Profile.
ED 177 338

Proud Option Project. Final Report.
ED 177 337

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

Resources in Vocational Education, 1978. Volume 11, Number 6.
ED 177 336

Resources in Vocational Education, 1978. Volume 11, Number 5.
ED 177 335

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Student Functional Profile.
ED 177 339

Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.
ED 177 330

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.
ED 177 324

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Vocational Followup

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
ED 177 367

Wages

Employer's Complete Guide to Unemployment Compensation.
ED 177 717//

Waste Disposal

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.
ED 177 742

Western Civilization

Changing Attitudes to Work and Life Styles.
ED 177 320

Work Attitudes

Changing Attitudes to Work and Life Styles.
ED 177 320

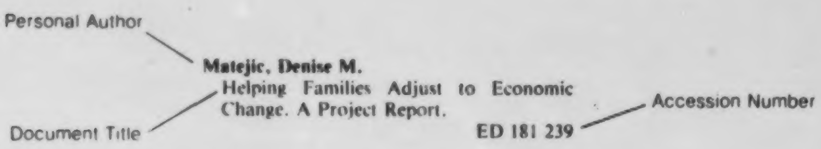
Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Youth

Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Author Index

This index lists titles of documents alphabetically by the author's last name. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.



Amberson, Max L.
Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

Anderson, Robert L.
Inservice Education Preferences of Educators.
ED 177 690

Andolina, Charlene
Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Arsulich, Michael
Discipline: A Review of Selected Literature.
ED 177 729

Arthur, Patricia, Ed.
Resources in Vocational Education, 1978. Volume 11, Number 6.
ED 177 336

Asche, F. Marion
A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
ED 177 367

Barr, Richard H.
Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

Bayne, G. Keith
Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Boggs, Keith
Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

Bolland, Kathleen A.
Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.
ED 177 324

Brandt, Ronald S. Ed.
Partners: Parents & Schools.
ED 177 700

Brazelle, R. R.
Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Brooks, Kenneth W.
Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

Campbell, Richard W.
Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

Carroll, James D.
Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

Caton, Hilda
Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Cepica, M. J.
Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341

Dahl, Peter R.
Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319

Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

Darcy, Robert L.
Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Dunn, John M. Ed.
Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Farley, Joanne
Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Foster, Betty J.
Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

Goldsmith, Arthur H.
Discipline, Discrimination, Dispropor-

tionality and Discretion. A Legal Memorandum.
ED 177 731

Gray, Burl B.
Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

Guess, Doug
Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Hall, Gene E.
A Taxonomy of Interventions: The Prototype and Initial Testing.
ED 177 689

Hall, Linda
Bibliography on Career Education.
ED 177 368

Harrell, Adele V.
Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Harris, Jerry L. Ed.
Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Harrison, Laurie R.
Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319

Henderson, Hyrum S.
The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

High, Sidney C. Jr.
Bibliography on Career Education.
ED 177 368

Hillison, John
The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Jezierski, Kathleen, Ed.
Resources in Vocational Education, 1978. Volume 11, Number 5.
ED 177 335

Jones, Richard M.
National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

Juzwic, William
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Kenneke, Larry J. Ed.
Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Knapp, Herbert
National Report on School Closing Survey. The Impact on Purchasing Departments.
ED 177 688

Knopp, Robert
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
ED 177 719

Kranz, Bella
Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Lachman, Seymour P. Ed.
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Litrownik, Alan J.
Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Longhurst, Thomas M.
Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

Lundeen, Virginia
The Illinois General Purpose Grant-in-Aid System, 1979-1980.
ED 177 728

Madden, Matthew E.
Employer's Complete Guide to Unemployment Compensation.
ED 177 717//

Martin, David B.
Developing an Effective Board-Administrative Team.
ED 177 724

Martin, Wanda M. Ed.
Sex Equity Guidelines for Teacher Educators.
ED 177 332

McCaffrey, Mary
WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

McGuffey, C. W.
Model Program for the Academic Preparation of School Business Administrators.
ED 177 730

McMaster, Donald
Money and Education: A Guide to Michigan School Finance.
ED 177 696
Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697
Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Meier, Gretl S.
Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Miller, Geoffrey Clark
Job Functional Profile.
ED 177 338
Proud Option Project. Final Report.
ED 177 337
Student Functional Profile.
ED 177 339

Mitchell, Brenda
Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340

Murray, Charles A.
National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Murray, Saundra R.
National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Nachmias, Chava
Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.
ED 177 693

Nastrom, Roy R.
A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.
ED 177 718

Neill, Shirley Boes, Ed.
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Nesbitt, John A.
Special Recreation—Bridge to Mainstreaming.
ED 177 752

O'Reilly, Patrick A.
A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
ED 177 367

O'Reilly, Robert R.
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.

ED 177 719

Ogletree, Earl J.
State Legislated Curriculum in the United States.
ED 177 713

Painter, Bert
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746

Poll, Dwayne C.
Negotiating Merit Pay Provisions for Administrators.
ED 177 706

Price, Gary G.
Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

Roby, Wallace R.
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Rosow, Jerome M.
Changing Attitudes to Work and Life Styles.
ED 177 320

Ryan, Bruce P.
Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

Schmink, David P.
Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
ED 177 727

Siskin, Judy G.
Money and Education: A Guide to Michigan School Finance.
ED 177 696
Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

Smith, Carl R.
Identification of Youngsters with Emotional Disabilities.
ED 177 750

Taylor, Carolyn M.
Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
ED 177 322

Terry, Arthur F. Ed.
Evaluating Career Education Components in Teacher Education Programs.
ED 177 333
Sex Equity Guidelines for Teacher Educators.
ED 177 332

Tewey, Stephanna
WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Van Rooyen, I.
Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Walker, Hill M.
Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
ED 177 766

Wheeler, Jeanette D.
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317

Whiteford, Emma B.
Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Williams, T. R.
Leadership Issues for Canadian Education.
ED 177 734//

Wircenski, Jerry L. Comp
Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Wirtz, Philip W.
Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Wittenberg, Jeana
Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Institution Index

This index lists titles of documents under the institution responsible for them alphabetically by the name of the university, agency, association, etc. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

Institution — **Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.**
Document Title — Helping Families Adjust to Economic Change. A Project Report.
ED 181 239 — Accession Number

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.
ED 177 769

Alpha Group, Wellesley Hills, Mass.
Job Functional Profile.
ED 177 338
Proud Option Project. Final Report.
ED 177 337
Student Functional Profile.
ED 177 339

American Association of School Administrators, Arlington, Va.
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.
ED 177 701
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704
Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
ED 177 317
Executive Summary of the Vocational Education Equity Study. Final Report.
ED 177 319
Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.
ED 177 318

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.
ED 177 745
National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.
ED 177 744

Architectural and Transportation Barriers Compliance Board, Washington, D.C.
Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.
ED 177 723
Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.
ED 177 722

Association for Supervision and Curriculum Development, Alexandria, Va.
Partners: Parents & Schools.
ED 177 700

Attending Staff Association of Rancho Los Amigos Hospital, Inc. Downey, Calif.
The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.
ED 177 363

Baltimore City Public Schools, Md.
Performance Evaluation of School Based Administrators (and) Baltimore City Public School Circulars No. 385, 215, 351.
ED 177 687

Behavioral Sciences Inst. Carmel, Calif.
Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.
ED 177 760

British Columbia Research Council, Vancouver.
The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.
ED 177 746

Canadian Education Association, Toronto (Ontario).
Leadership Issues for Canadian Education.
ED 177 734//

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.
ED 177 741

Commission on Civil Rights, Washington, D.C.
Improving Girls' Occupational Potential. A Review of the Literature.
ED 177 369

Congress of the U.S. Washington, D.C. House.
Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.
ED 177 742

Council for Exceptional Children, Reston, Va.
WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.
ED 177 754

Education News Service, Sacramento, Calif.
Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.
ED 177 704

Educational Research Service, Arlington, Va.
School Staffing Ratios: Update 1978-79. ERS Research Memo.
ED 177 735//

Educational Service Bureau, Inc. Arlington, Va. Administrative Leadership Service.

21 Administrative Problems and How to Solve Them. Third Printing, October 1979.
ED 177 711//

EPD Consortium D, Richardson, Tex.

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.
ED 177 340

George Washington Univ. Washington, D.C. Social Research Group.

Social and Educational Antecedents to Youth Unemployment.
ED 177 326

Illinois State Dept. of Conservation, Springfield.

Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.
ED 177 768

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Competency-Based Preservice Construction Trades Curriculum.
ED 177 343

Illinois State Univ. Normal. Center for the Study of Educational Finance.

Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.
ED 177 727

The Illinois General Purpose Grant-in-Aid System, 1979-1980.
ED 177 728

Interinstitutional Consortium for Career Education, Salem, Oreg.

Evaluating Career Education Components in Teacher Education Programs.
ED 177 333

Sex Equity Guidelines for Teacher Educators.
ED 177 332

Iowa State Dept. of Public Instruction, Des Moines.

Identification of Youngsters with Emotional Disabilities.
ED 177 750

Iowa Univ. Iowa City. Recreation Education Program.

Special Recreation—Bridge to Mainstreaming.
ED 177 752

Kansas Neurological Inst. Topeka.

Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.
ED 177 771

Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.
ED 177 770

Louisville Univ. Ky. Dept. of Occupational and Career Education.

Developing Teacher Competencies in Working with Handicapped Students. Final Report.
ED 177 331

Maryland State Dept. of Education, Baltimore.

Maryland Accountability Program Report V. School Year 1977-1978. Revised.
ED 177 716

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education.

Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.
ED 177 327

Montana State Univ. Bozeman. Montana Agricultural Experiment Station.

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).
ED 177 328

National Association of Secondary School Principals, Reston, Va.

Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 731

National Association of State Directors of Special Education, Washington, D.C.

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.
ED 177 762

National Center for Education Statistics (DHEW), Washington, D.C.

Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.
ED 177 720

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Money and Education: A Guide to Michigan School Finance.
ED 177 696

Money and Education: A Guide to Pennsylvania School Finance.
ED 177 697

Money and Education: A Guide to Rhode Island School Finance.
ED 177 698

National Office for Social Responsibility, Arlington, Va.

Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.
ED 177 751

National School Boards Association, Washington, D.C.

Selecting a Superintendent. Superintendent Career Development Series No. 2.
ED 177 702

Navarro Coll. Corsicana, Tex.

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.
ED 177 357

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.
ED 177 356

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.
ED 177 355

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.
ED 177 354

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.
ED 177 353

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.
ED 177 352

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.
ED 177 351

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.
ED 177 350

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.
ED 177 349

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.
ED 177 348

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.
ED 17[illegible]347

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.
ED 177 725

New York Univ. N.Y. Deafness Research and Training Center.

Standards for Captioning Film and Television Programs for Deaf Children. Final Report.
ED 177 758

North Dakota Univ. Grand Forks. Bureau of Educational Research and Services.

Multi-Dimensional Screening Device (MDSD) for the Identification of Gifted/Talented Children.
ED 177 761

Norwich Board of Education, Conn.

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329

Office of Career Education (DHEW/OE), Washington, D.C.

Bibliography on Career Education.
ED 177 368

Ohio State Univ. Columbus. National Center for Research in Vocational Education.

Resources in Vocational Education, 1978. Volume 11, Number 6.
ED 177 336

Resources in Vocational Education, 1978. Volume 11, Number 5.
ED 177 335

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.
ED 177 321

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.
ED 177 324

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.
ED 177 322

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
ED 177 323

Oregon State Univ. Corvallis. School of Health and Physical Education.

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).
ED 177 749

Oregon Univ. Eugene. Dept. of Special Education.

Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.
ED 177 766

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies.

Handbook for the Identification and Assessment of Disadvantaged Learners.
ED 177 344

Pittsburgh Univ. Pa.

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.
ED 177 748

Rehab Group, Inc. Arlington, Va.

A Summary of a Conference to Analyze Language Review Findings. Final Report.
ED 177 759

Renton School District 403, Wash.

Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.
ED 177 330

Research for Better Schools, Inc. Philadelphia, Pa.

Handbook for Career Exploration Program Development. Second Edition.
ED 177 345

San Diego County Dept. of Education, Calif.

Discipline: A Review of Selected Literature.
ED 177 729

San Diego State Univ. Calif. Dept. of Psychology.

Self-Concept and Self-Regulatory Process in TMRs. Final Report.
ED 177 755

Texas Tech Univ. Lubbock.

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.
ED 177 341

University of the Orange Free State, Bloemfontein (South Africa).

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.
ED 177 677

Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich.

Job Sharing. A New Pattern for Quality of Work and Life.
ED 177 678//

Utah State Univ. Logan.

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.
ED 177 763

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program.

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.
ED 177 334

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education.

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.
ED 177 367

Wisconsin Univ. Madison. Research and Development Center for Individualized Schooling.

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.
ED 177 736

Work in America Inst. Scarsdale, N.Y.

Changing Attitudes to Work and Life Styles.
ED 177 320

SAMPLE PROJECT RESUME

Accession Number	**80-0000**	
	Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.	Title
Project Director	**Project Director:** Hooper, James	
Organization	**Organization:** Seward County Community Junior College	
Address	**Address:** Liberal, KS 67801	
Telephone Number	**Telephone:** (903) 781-9002	
	Sponsoring Agency: Kansas State Dept. of Education, Topeka	Sponsoring Agency
	Contract/Control Number: 80-133-11	Contract or State Control Number
Funding Period	**Funding Period:** Start Date 1 Jul 79; End Date 30 Jun 80	
Fiscal Year Funding	**Fiscal Year Funding:** $8,680	
	Note: This project also received $8,680 in local funds for FY 1980.	Descriptive Note
Descriptors	**Descriptors:** Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis	
Identifiers	**Identifiers:** Proposal, State	
	A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.	Abstract

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

ALASKA

Curriculum Development (Sec. 133)

000323

Career and Vocational Education Program Articulation—Electronics and Energy.

Project Director: Davis, E. E.

Organization: Anchorage Borough School District, 4600 DeBarr, Pouch 6614, Anchorage, AK 99502

Sponsoring Agency: Alaska State Dept. of Education, Juneau

Contract/Control No.: 00502

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $72,500

Descriptors: *Competency Based Education, *Articulation Education, *Electronics, *Individualized Instruction, *Energy, *Inservice Education, School Business Relationship, Experiential Learning, Secondary Education, Career Guidance, Postsecondary Education, Audiovisual Aids

Identifiers: State, Proposal

Individualized, competency-based programs in electronics and energy will be developed, and vocational educators will be trained in their use. Business and industry will be involved in developing and delivering competency-based experiences in electronics. Secondary and postsecondary guidance counselors will receive training and technical assistance in vocational and career counseling with special emphasis on electronics and energy. Electronics employers will be surveyed, and articulation agreements with industry developed. A "Handbook for Delivery of Guidance/Placement/Follow-up" will be developed. A long-range plan for meeting the manpower needs of the region will be developed. Products will also include two staff development modules, "Rationale and Purpose" and "Develop Process"; a ten-minute audiovisual presentation on "Your Role in Education as a Community Resource"; and annotated bibliographies of electronics, individualized competency-based education, and career guidance. An adopter's guide that identifies steps for articulating programs will be developed, and a newsletter will be published bimonthly. Formative and summative evaluations will be carried out. A three-credit summer institute on various program components will be held for thirty vocational educators selected from throughout the state.

ARKANSAS

Research (Sec. 131)

000346

Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level.

Project Director: Clayton, Dean

Organization: University of Arkansas, Fayetteville, AR 72701

Telephone: (501) 575-4758

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $24,364

Descriptors: *Instructional Materials, *Business Education, *Office Occupations Education, *Behavioral Objectives, Program Guides, Secondary Education

Identifiers: State, Proposal

Instructional units to support objectives in one of three cluster manuals developed under a previously funded articulation project in business education will be developed and field tested. Clusters which might be included in curriculum development and instructional strategies projects will be determined; instructional manuals for articulation in business education—office procedures will be developed, field tested, and printed; a student competency profile sheet will be developed; and materials will be disseminated. Office procedures teachers will develop and field test the materials. A final report will be delivered.

000347

Vocational Education In-service Training for Areas Impacted by New Lignite Industry.

Project Director: Robinson, Fred

Organization: Warren Area Vocational Center, Warren, AR 71671

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Contract/Control No.: R80-01A (F1293)

Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80

Fiscal Year Funding: $7,430

Descriptors: *Trade And Industrial Education, *Needs Assessment, *Program Development, Secondary Education, Postsecondary Education, Comparative Analysis, Staff Development

Identifiers: State, Proposal, *Emerging Occupations, *Mining

The role of vocational education in meeting the emerging economic, educational, and training needs of new industry will be determined. A study of lignite mining will be made to determine the impact of industrial growth on a community; comparative analyses will be conducted of data collected on an area where lignite mining has impacted and on an emerging lignite mining area in southeast Arkansas. An assessment of the capability of secondary and postsecondary vocational programs to meet lignite mining and power production industry needs will be conducted. As a result, plans will be made for staff development, curriculum modification, and possible new and emerging training programs. Plan implementation will occur in phase 2.

000324

Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas.

Project Director: Morris, Betty
Organization: Fort Smith Public Schools, Fort Smith, AR
Telephone: (501) 785-2173
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: 1747 (FO266)
Funding Period: Start Date 01 Aug 78; End Date 31 Jul 80
Fiscal Year Funding: $20,394
Descriptors: *Career Guidance, *Career Counseling, *Dropouts, *Adults, *School Community Relationship, *Job Placement, Student Attitudes
Identifiers: State, Proposal

A school-community plan including career guidance, counseling, placement, and follow-up services will be developed for coordinating meaningful educational and occupational experiences for school dropouts and adults. The first year of the program will deal with planning, developing, and testing strategies to meet the needs of the target groups. The second year will focus on the implementation of career guidance services and placement activities. A reduction in student disaffection with school and learning and the development of closer ties among the school, social agencies, employment agencies, and parents is expected. A visual model with an in-depth description of the implementation process will be produced.

000348

Coordinated Career Education Curriculum Project.

Project Director: Arn, Joseph
Organization: University of Central Arkansas, Conway, AR 72032
Telephone: (501) 329-2931
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: R79-03 (3217) F0352
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80
Fiscal Year Funding: $14,674
Descriptors: *Career Education, *Cooperative Education, *Disabilities, *Disadvantaged Youth, *Competency Based Education, School Business Relationship
Identifiers: State, Proposal

A coordinated career education curriculum guide which will enable coordinated career education teachers to provide cooperative education learning experiences so handicapped and disadvantaged students can achieve educational objectives more effectively and efficiently will be developed. Performance-based materials, teacher strategies, and media will be developed to accompany the curriculum. The business community will be involved in project planning. Project staff will disseminate materials and provide in-service training.

CALIFORNIA

Research (Sec. 131)

000319

Process Design: Program Development Based on New and Emerging Occupations.

Project Director: Maxwell, G. W.
Organization: San Jose State University, San Jose, CA 95192
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 102
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $33,800 (Charged to FY 1979)
Descriptors: *Program Planning, *Program Development, *Task Analysis, *Administration Guides, *Occupational Information X, Secondary Education, Postsecondary Education, Community Colleges
Identifiers: *Emerging Occupations, State, Proposal

A system for local education personnel at secondary and community college levels to use for identifying new and emerging occupations in California will be developed. Alternative methods and procedures will also be provided for performing task analyses of occupations to collect data for making educational decisions and developing secondary and community college instructonal programs. A handbook containing the process and procedures will be developed; 500 copies will be printed and disseminated to the state department of education and chancellor's office, California community colleges. The system will enable local education agency personnel to quickly reflect employment market changes in classroom programs.

000349

Strategies for Strengthening Rural Vocational Programs.

Project Director: Twomey, John P.
Organization: Planning Associates, 2011 L Street, Suite 4, Merced, CA 95340
Telephone: (209) 383-0820
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 8533
Funding Period: Start Date 08 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $28,000 (Charged to FY 1979)
Descriptors: *Need Assessment, *Rural Education, *Instructional Innovation, *Teaching Methods, Secondary Schools, Community Colleges
Identifiers: State, Proposal

Rural vocational education needs will be documented and strategies developed to meet them. Trial strategies will be implemented at eight secondary schools and community colleges, progress will be assessed, and necessary continuing activities determined. A system for determining project impact on instruction, including indirect improvement through improved management and innovative instructional strategies and methodology, will be designed, reviewed, and modified. Inservice activities will be conducted, and a final report delivered.

Exemplary and Innovative (Sec. 132)

000350

Career Activities for Relevant Education (CARE).

Project Director: Rice, Don W.
Organization: Imperial County Superintendent of Schools, 155 South Eleventh Street, El Centro, CA 92243
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 12-10132-3-0-426
Funding Period: Start Date 15 Apr 80; End Date 15 Jun 81
Fiscal Year Funding: $10,000
Descriptors: *Career Guidance, *Staff Development, *Learning Activities, *Special Education, *Instructional Materials, *Inservice Education X, Class Activities, Elementary Education, Career Education
Identifiers: State, Proposal

A career guidance program for students in grades K-8, CARE, will be infused into the regular and special education classes. In addition, the program will be used as a model for three one-day staff development workshops which will include techniques and procedures for using CARE materials and resources to implement a career guidance program. Evaluations will be collected from three sources: workshop participants' evaluation of the effectiveness of the materials and presentations; measurement of improved delivery of career guidance services to instructional personnel at the end of the project; and administration of a pre-and posttest to students.

000351

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.

Project Director: Hans, David
Organization: Vista College, Peralta Community College District, 2020 Milvia Street, Berkeley, CA 94704
Telephone: (415) 841-8421

Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 01-61267-3-0-448
Funding Period: Start Date 01 Sep 79; End Date 30 Sep 80
Fiscal Year Funding: $79,642
Descriptors: *Disabilities, *Work Experience Programs, *Student Evaluation, *Cooperative Education, *Student Placement X, College Students, Affirmative Action, School Community Relationship, Career Counseling, Postsecondary Education, Job Skills
Identifiers: State, Proposal

A model program which will assess vocational competencies of disabled students at Vista College, prescribe appropriate training, and place them in training and on-the-job work experiences will be developed to help disabled students become assimilated into the work place. Students will be placed in community work sites, and college staff will provide on-the-job support and supervision. Employers will be provided with support services including consultation on removing physical barriers and affirmative action hiring practices. An advisory committee consisting of employers, vocational instructiors, and students will evaluate the program. A final report will be prepared with recommendations for replication.

Curriculum Development (Sec. 133)

000352

In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.

Project Director: Gish, Vearl
Organization: Sierra Joint Community District, 5000 Rocklin Road, Rocklin, CA 95677
Telephone: (916) 624-3333
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 31-66963-3-0-352
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $6,374
Descriptors: *Advisory Committees, *Agricultural Chemical Occupations, *Agricultural Education, *School Business Relationship, *Job Skills, * Community Colleges, Postsecondary Education
Identifiers: State, Proposal

An advisory committee composed of five agricultural chemical industry representatives and five agriculture instructors will be established to develop new job descriptions for the industry and articulate appropriate curriculum guidelines for the community college. Results will be disseminated through annual meetings and conferences of both groups. Guidelines for subsequent annual evaluations of industry-education relationships will be developed.

000353

Health Careers Curriculum Module Development.

Project Director: Munz, Larry M.
Organization: San Bernardino County Superintendent of Schools, 602 S Tippecanoe Avenue, San Bernadino, CA 92415
Telephone: (714) 383-2091
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 36-10363-3-0-308
Funding Period: Start Date 02 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $4,500
Descriptors: *Health Occupations, *Allied Health Occupations Education, *Advisory Committees, *School Community Relationship, *Program Evaluation, Resource Materials, Sex Fairness, Student Recruitment
Identifiers: State, Proposal

In one component of this project, a module will be developed to explain in detail how to organize and use advisory committees for overall program review and improvement in overcoming sex bias, and in helping to recruit and retain disadvantaged and handicapped students in health careers programs. The second module will show how to efficiently select, schedule, and use community-based facilities to help prepare students in health careers. An evaluation instrument which will measure the effectiveness of the modules in accomplishing program improvement and appropriateness of in-service presentation and format presented will be included. Three hundred copies of the modules will be prepared and disseminated at the spring conference of the California Association of Health Career Educators.

000354

Electricity/Electronics Curriculum Guide—Phase 3.

Project Director: Bush, Keith
Organization: East Side Union High School District, 830 N Capitol Avenue, San Jose, CA 95133
Telephone: (408) 926-7603
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 43-69427-3-0-312
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $56,000
Descriptors: *Electronics, *Electrical Occupations, *Curriculum Guides, *Learning Modules, *Competency Based Education, Instructional Materials, Technical Occupations, Secondary Education, Grade 11, Grade 12, Trade And Industrial Education
Identifiers: State, Proposal

In phase 3 of this project, technical curriculum materials in electricity and electronics for grades 11 and 12 will be completed. Using the competency-based cluster approach previously developed, the project will formulate twenty-six additional instructional learning modules which will provide the students with the competencies for entry-level occupations and specialization. The modules together with the curriculum guide outline will provide both the student and teachers with an updated, articulated, and cohesive program to meet the technical needs of the area.

000355

Development of Attitudinal Components for the California Business Education Program Guide.

Project Director: Whitman, Patricia D.
Organization: Los Angeles County Superintendent of Public Schools, 9300 East Imperial Highway, Downey, CA 90242
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 19-10199-3-0-309
Funding Period: Start Date 15 Feb 80; End Date 30 Jun 81
Fiscal Year Funding: $20,000
Descriptors: *Learning Modules, *Multimedia Instruction, *Office Occupations Education, *Student Attitudes, *Work Attitudes, Instructional Materials, Values Education, Decision Making Skills, Consumer Education, Business Education
Identifiers: State, Proposal

Four multimedia instructional modules in the following areas will be developed: positive attitudes and values to facilitate success, leadership decision-making skills, economic understandings and consumer decisions and their relationship to job performance, and business organization and operation. Each module will contain a student instructional manual, teacher's guide, pre- and postest, student working papers, and appropriate cassette tapes and slides or film strips. The materials will be appropriate for all office education students including disadvantaged, handicapped, and limited English-speaking. The modules will contain materials to help students deal with problems of sex bias and sex stereotyping and will be reviewed to ensure that they are not biased or discriminatory.

000325

Learning Activity Packages.

Project Director: Bender, Vivian
Organization: Riverside County Superintendent of Schools, 4015 Lemon Street, Riverside, CA 92509
Telephone: (714) 686-1740
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 33-10330-3-0-304
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $19,690

Descriptors: *Dental Assistants, *Nursing, *Instructional Materials, *Allied Health Occupations Education, *Health Materials, *Learning Modules, Sex Fairness, Medical Assistants
Identifiers: State, Proposal

A minimum of three learning activity packets (LAPs) will be completed for each of four previously completed core curriculum guides on dental auxilliary occupations, nursing, medical assisting, and hospital health services. The LAPs will be free from sex bias and stereotypes and will include strategies to improve the balance of males and females in the programs. The LAPs also will be designed for disadvantaged and handicapped students. Four project consultants and volunteers selected from health occupations teachers, advisory committee members, health program administrators, and students will participate in the project development. In-service workshops will be held to disseminate the LAPs.

000326
New Curriculum for Business Education.
Project Director: Nelken, Ira
Organization: Ira Nelken and Associates, Inc, 315 Orient Street, Chico, CA 95926
Telephone: (916) 895-8177
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 8534
Funding Period: Start Date 08 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $64,680 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Business Education, *Clerical Occupations, *Finance Occupations, *Entry Workers, Community Colleges, Secondary Education, Adult Education, Postsecondary Education
Identifiers: *Emerging Occupatons, State, Proposal

A comprehensive, performance-based instructional program based on the California business education program guide format will be developed for use in community colleges and adult and high schools. Curriculum and instructional strategies will focus on four new and emerging occupations in business education: legal and medical clerical, banking and finance, and word processing. Tasks performed by entry-level workers will be defined; performance objectives developed; and criterion-referenced performance tests developed, validated, and revised. Nine one-day workshops will be presented statewide. Three thousand copies each of the four publications will be printed.

COLORADO

Research (Sec. 131)

000329
Area Vocational School Delivery System.
Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644
Telephone: 284-6274
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-2
Funding Period: Start Date 01 Jan 80; End Date 30 Aug 80
Fiscal Year Funding: $19,495
Descriptors: *Area Vocational Schools, *Delivery Systems, *Program Evaluation, *Administrative Personnel, Management Information Systems, Secondary Education
Identifiers: State, Proposal

A management information system review of each area vocational school (AVS) delivery system will be conducted to describe the structure, services, programs, problems, and other characteristics; the impact of services to students; and the local school administrators' perceptions of the AVS system. Secondary school and AVS administrators will be surveyed, and site reviews of selected area vocational schools and their cooperating schools will be completed. A final evaluation report and abstract will be prepared, and a presentation will be made at the Colorado vocational education workshop.

000328
Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs.
Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644
Telephone: 284-6274
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-4
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $9,160
Descriptors: *Dropout Identification, *School Holding Power, *Dropout Prevention
Identifiers: State, Proposal

This study will identify no-shows for vocational programs, noncompleters of vocational programs, and reasons why students do not show up for class or do not complete programs. Recommendations will be developed to improve the percentage of completers and decrease the number of no-shows. Counselors also will be surveyed. A final technical report and a popularized final report will be written; a presentation will be made at a summer workshop.

000327
Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education.
Project Director: Luchsinger, Leland B.
Organization: Colorado State University, Fort Collins, CO 80523
Telephone: 491-5267
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-7
Funding Period: Start Date 08 Feb 80; End Date 30 May 80
Fiscal Year Funding: $4,949
Descriptors: *Employer Attitudes, *Associate Degrees, *Certificates, Job Skills
Identifiers: State, Proposal

Major employers of vocational program graduates will be surveyed to determine whether any significant differences exist in the way employers view and accept vocational program graduates with AA/AAS degress versus those with certificates or AOS degrees. The relative merits, if any, to vocational program graduates of associate degrees versus certificates or AOS degrees, when programs are of equal occupational content, quality, and length, will be determined. A literature review will be completed. A final report and a valid, reliable, tested instrument for surveying business and industry will be produced.

CONNECTICUT

Exemplary and Innovative (Sec. 132)

000356
Hispanic Vocational Exploration Project.
Project Director: Fletcher, Lillian Morales
Organization: Nuestra Casa, Inc, 60 Jay St. New London, CT 06320

Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1875
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,600
Descriptors: *Spanish Speaking, *Student Recruitment, *Occupational Aspiration, *Career Exploration, *Educationally Disadvantaged, Regional Schools
Identifiers: State, Proposal

Orientation courses will be offered to small groups of Hispanic youths at regional vocational and technical schools to broaden the occupational aspirations and opportunities for youth with academic, socioeconomic, or other handicaps. An ongoing dialogue wth the vocational and technical schools will be initiated to evaluate the validity of the project and to explore other possibilities for serving this population and increasing the number of Hispanic students in vocational schools.

FLORIDA

Research (Sec. 131)

000357

Computerized Management System for Competency-Based Curriculum.

Project Director: Shumate, Gloria
Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4860, Clearwater, FL 33518
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Descriptors: *Computer Managed Instruction, *Competency Based Education, *Program Effectiveness, *Articulation Education, *Educational Planning, Academic Achievement, Job Placement, Followup Studies
Identifiers: State, Proposal

Project objectives will include facilitating the conversion from traditional to competency-based curricula, computerizing the management of student competencies, measuring program effectiveness, and providing student placement and follow-up information. A model computerized management system for competency-based vocational education will be developed. Procedures will include identifying specific programs and competencies to be computerized, developing a system for generating data, utilizing data to implement competency-based programs and to measure student achievement for job placement, and assessing student achievement data for program planning and articulation between vocational programs and institutions.

000358

Context Evaluation and Status Study of Vocational Education in Florida.

Project Director: Stakenas, Robert
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6435
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract Control No.: 0-2C21
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $19,500
Descriptors: *Research Reports, *Program Descriptions, *Educational Policy, Program Evaluation
Identifiers: State, Proposal

The background and status of vocational education in Florida will be studied and interpreted to produce a comprehensive description to provide a basis for planning and evaluating current programs and for determining the validity of current vocational education policy. A design will be developed for the study. After the reported data has been distributed, the study will be revised based on evaluation information. A final report will be delivered.

000359

Health Education Consortium.

Project Director: Gulledge, Earl
Organization: Okaloosa-Walton Junior College, Niceville, FL 32578

Telephone: (904) 678-5111
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $50,000
Descriptors: *Articulation Education, *Allied Health Occupations Education, *Consortia, *Nursing Education, *Job Skills, Allied Health Personnel, Institutional Cooperation
Identifiers: State, Proposal

A consortium to improve articulation of programs for health care workers will be formed to meet a projected need for increased numbers of health care workers. A working task force of nursing faculty representing participating schools, health agencies, industry representatives, and the state board of nursing will be organized to formulate a plan for strategies to enhance career mobility based on a study of existing models. A list of competencies for each of the five levels of nursing will be determined. Additionally, an advisory committee composed of representatives of institutions in the consortium and regional industry will be established. An operational plan for implementation of an articulated nursing program is expected to result.

000360

Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.

Project Director: Thomas, Hollie B.
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6298
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C19
Funding Period: Start Date 1 July 79
Fiscal Year Funding: $17,500
Descriptors: *Enrollment Influences, *Test Results, *Functional Literacy, *Remedial Programs, *Student Evaluation, Surveys, Secondary Education, School Holding Power, Educational Assessment, Admission Criteria, Basic Skills
Identifiers: State, Proposal

Using a mechanized information system as a source for rate of failure by district and enrollment figures for vocational programs, staff will conduct a survey to assess the impact of the state student assessment test on the participation of secondary students in vocational education. Remediation practices and their results, the effects of functional literacy and basic skills tests on vocational education course enrollment, and the holding power of vocational programs will be among the areas investigated. Based on data analysis a final report including recommendations will be delivered.

000361

Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.

Project Director: Buckner, Leroy; Gildan, Kate
Organization: Florida Atlantic University, Boca Raton, FL 33432
Telephone: (305) 395-5100
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $4,800
Descriptors: *Educational Equipment, *Marketing, *Distributive Education, *Equipment Utilization, Check Lists, Use Studies, Job Skills
Identifiers: State, Proposal

A model for equipment selection, based on competencies needed for employment in selected specialized programs, will be developed, validated, and field tested. The model will be used to update and validate existing equipment lists. An onsite visitation will be conducted to determine equipment use and visits to industry doing business in the selected areas will be conducted to produce a comprehensive list of competencies and related equipment needs. A panel of experts will be convened to validate equipment selection.

000362

Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.

Project Director: Heggen, James
Organization: Florida A&M University, Tallahassee, FL 32307
Telephone: (904) 599-3529
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $30,000
Descriptors: *Equipment Standards, *Space Utilization, *Purchasing, *Equipment Maintenance
Identifiers: State, Proposal

One or more systematic approaches to establish and validate equipment standards in selected program areas and a formula for determining the space requirement for each piece of equipment will be developed and field tested. Criteria will be established for equipment standards and validation procedures, taking into consideration systems now used. The project should result in a model for selecting, purchasing, and maintaining vocational education equipment. A final report will be delivered.

000363

Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.

Project Director: Sorg, Steven
Organization: University of Central Florida, Orlando, FL 32816
Telephone: 345-2286
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Descriptors: *Needs Assessment, *Sex Bias, *Sex Fairness, Sex Role, Sex Stereotyping, Measurement Techniques
Identifiers: State, Proposal

An existing method will be used to assess needs relative to sex bias and sex-role stereotyping in Florida vocational education programs. An advisory committee of sex equity experts will generate goal statements describing ideal conditions; instruments will be developed and field tested for use in surveying perceived practices concerning sex bias and sex-role stereotyping. Priorities will be assigned to identified needs, and a final report of the findings will be delivered.

Exemplary and Innovative (Sec. 132)

000320

Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.

Project Director: Hunter, Wallace D.
Organization: Florida A&M University, Tallahassee, FL 32307
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-2E21
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $75,000
Descriptors: *Task Analysis, *Behavioral Objectives, *Competency Based Education, * *Criterion Referenced Tests, Secondary Education, Postsecondary Education, Check Lists
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Catalogs of competencies in selected occupational areas or domains will be developed. Each catalog, consisting of performance objectives, performance guides, and tool and equipment lists, will be developed by a survey using a systems approach. This method, used by each of the sixteen member states of the consortium, will include analysis of the state of the art of the occupation, and development and administration of an occupatonal inventory. A survey of incumbent workers and computer analysis of the results will provide validated performance objectives and guides for each competency. The completed catalogs will be used as the basis for development of curriculum instructional materials in vocational education and will be distributed at both the secondary and postsecondary level.

000364

Reduction of Sex Stereotyping in Vocational Education Programs.

Project Director: Becker, William J.
Organization: University of Florida, Gainesville, FL 32611
Telephone: (904) 392-0502
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,638
Descriptors: *Sex Stereotypes, *Program Effectiveness, Literature Reviews
Identifiers: State, Proposal

A literature search will be conducted to identify activities effective in reducing sex stereotyping. Programs in Florida which have been successful in eliminating stereotyping and activities which have been implemented will be identified and contrasted with less successful programs and activities. An advisory committee of four teacher educators and four regional supervisors will serve as consultants. A research report will be delivered.

000365

Designers' Showcase House Student Project.

Project Director: Shumate, Gloria
Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4688, Clearwater, FL 33518
Telephone: (813) 442-1171
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D13
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Interior Design, *Experiential Learning, *School Community Relationship, *School Business Relationship, Public Relations
Identifiers: State, Proposal

Students will create plans for individual rooms of the designers' showcase house which will be evaluated by advisory committee members. Students will then submit isometric working drawings of any custom furniture to be fabricated, place orders for any supplies needed, and submit a detailed budget. Students will gain hands-on experience in estimating and ordering, and confidence in their skills and in their ability to communicate with the public. The business and professional community, as well as the public, will become aware of the program and of the abilities of the students. A final report, a brochure, and a photo series will be prepared.

000366

Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.

Project Director: Thomas, Hollie B.
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6298
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1B31
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $10,000
Descriptors: *Bilingual Education, *Educational Principles, *Cultural Differences, *Teacher Characteristics, *Standards, English Second Language, Equal Education
Identifiers: State, Proposal

This project will result in uniform standards for bilingual vocational education programs to help assure Florida's limited-English-speaking population equal access to vocational education, and, therefore, to equal employment opportunities. Staff requirements unique to working with limited-English-speaking students; facilities, equipment, and materials needed for teaching such students; curriculum components; and cultural and philosophical differences among the students, teachers, and the dominant population will be identified. Criteria and standards for bilingual vocational education programs will be developed and a process model for those standards developed and field tested. A final report will be delivered.

GEORGIA

Research (Sec. 131)

000330

Project to Develop and Field Test a Student Assessment System.

Project Director: O'Kelly, George, Jr
Organization: University of Georgia, 628C Aderhold Hall, Athens, GA 30602
Telephone: (404) 542-3891
Sponsoring Agency: Georgia State Dept. of Education, Atlanta

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 80
Fiscal Year Funding: $75,000
Descriptors: *Equivalency Tests, *Transfer Policy, *Student Evaluation, *Student Records
Identifiers: State, Proposal

A student assessment system for transfering credit will be designed and a student competency record consistent with Georgia's needs developed to complete the initial cycle of the state's articulation effort. Conditions and procedures for credit by waiver or examination will be identified. Strategies for performance testing on a sampling basis and domain-referenced tests in selected occupations will be developed. The system will be field tested and validated. An executive summary, admissions guide, competency verification guide, and final report will be prepared.

000367

Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.
Project Director: Eason, Ken
Organization: Athens Area Vocational-Technical School, U.S. Highway 29 North, Athens, GA 30601
Telephone: (404) 549-2360
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98436
Funding Period: Start Date 08 Apr 80; End Date 30 Apr 81
Fiscal Year Funding: $6,250
Descriptors: *Experiential Learning, *Career Counseling, *School Business Relationship, *Work Experience Programs, Postsecondary Education, Special Education
Identifiers: State, Proposal

A model postsecondary vocational and technical work experience program will be developed, field tested, revised, and implemented. The program will allow students to identify their strengths and weaknesses, provide vocational guidance for employment success, facilitate adjustment for special needs students, and develop school industry relationships by providing opportunities for employers to observe employees and evaluate occupational programs. An implementation guide also will be developed.

000368

Comprehensive Achievement Monitoring.
Project Director: Byrd, Judy; Wright, Gerry
Organization: Griffin-Spalding School System, P.O. Drawer N, Griffin, GA 30224
Telephone: (404) 227-9478
Sponsoring Agency: Georgia State Dept of Education, Atlanta
Contract/Control No.: 98542
Funding Period: Start Date 20 May 80; End Date 31 Dec 80
Fiscal Year Funding: $5,000
Descriptors: *Computer Programming, *Behavioral Objectives, *Pretests, Posttests, Achievement Tests
Identifiers: State, Proposal

As a management tool for vocational and math teachers, computer programming for a comprehensive achievement monitoring project (CAM) will be purchased; and a system of course objectives with pretests, posttests, and retest items will be developed and automated. Potential impact will relate to evaluating the system for possible standardization of vocational objectives and test items and adoption in other school systems. The system will provide a management tool for teachers. A final report will be delivered.

IDAHO

Research (Sec. 131)

000369

Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.
Project Director: Parks, A. Lee
Organization: University of Idaho, Moscow, ID 83843
Telephone: (208) 885-6150
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract/Control No.: R-10-80
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $5,000
Descriptors: *Special Education, *Program Guides, *Needs Assessment, *Program Development, Secondary Education
Identifiers: State, Proposal

A procedures manual for secondary special education needs and programs in Idaho will be developed. Needs will be identified and reviewed. The manual will include organization, planning, and administration; fiscal management; service delivery; personnel; facilities and equipment; student identification; assessment; and individualized education programs. A report of the research will be delivered.

ILLINOIS

Research (Sec. 131)

000370

State Guide for Industrial Education, K-Adult.
Project Director: Sredl, Henry J.
Organization: University of Illinois, 345 Education Building, Urbana, IL 61801
Telephone: (217) 333-0807
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-20-X-0415-154
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $79,133
Descriptors: *Industrial Education, *Educational Planning, *Teacher Certification, *Program Guides, Program Evaluation, Inservice Teacher Education, Information Networks, Preservice Teacher Education, Elementary Secondary Education, Postsecondary Education
Identifiers: State, Proposal

To promote improved industrial education planning and service, a state guide for industrial education, K-adult, will be developed. Criteria for evaluating programs, for planning and operating preservice and in-service teacher education courses or programs, and for state teacher certification will be outlined. A communications network amoung industrial educators and related individuals and groups, and a general advisory committee will be established.

000371

Development and Validation of a Teacher Education Program for Agriculture (Continuation).
Project Director: Hemp, Paul; Swanson, Burton
Organization: University of Illinois, College of Education, Urbana, IL 61801
Telephone: (217) 333-3166
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-20-X-0415-251
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,030
Descriptors: *State Standards, *Teacher Education, *Agricultural Education, *Program Evaluation, *Vocational Education Teachers, *Teacher Effectiveness, Articulation Education, Higher Education
Identifiers: State, Proposal

A list of fifteen to twenty standard and 100 or more operational procedures which identify and describe high quality agriculture teacher education programs will be revised based on survey information from phase 1. A conference to promote articulation in teacher education programs among four Illinois universities, and a statewide conference of cooperating teachers will be held. A Teacher Education Program Review Kit which universities can use to evaluate and improve their programs will be prepared. A final report will be delivered.

000332

Fair and Innovative Recruitment (FAIR).
Project Director: Stitt, Beverly; Anderson, Marcia

Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 453-3321
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R31-10X-0413-297
Funding Period: Start Date 15 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $19,979
Descriptors: *Student Recruitment, *Equal Education, *Competency Based Teacher Education, *Program Development, Secondary Education, Workshops, Postsecondary Education
Identifiers: State, Proposal

A model for use by local education agencies to prepare a recruitment program that is fair regardless of racial, sexual, physical, cultural, or age status will be developed, pilot tested, revised, and disseminated using performance-based teacher education methodology in a workshop. A camera-ready copy of the model and guidelines for use in secondary and postsecondary schools and a final report will be prepared.

Exemplary and Innovative (Sec. 132)

000333

Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
Project Director: Rawlinson, Jack
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 453-5733
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-32-30-X-0417-350
Funding Period: Start Date 15 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $34,993
Descriptors: *Needs Assessment, *Grants, *Educational Innovation, *Rural Schools, * *School Districts, *Program Development, Research, Curriculum, Inservice Education
Identifiers: State, Proposal

A needs assessment of districts in Division of Adult Vocational and Technical Education (DAVTE) regions 5 and 6 will be conducted to identify occupational education research, developmental curriculum, and in-service education needs. The results of the needs assessment will be analyzed, and specific kinds of activities desired by local education agencies will be identified. Through Southern Illinois Occupational Education Laboratory, a minigrant program will be instituted to aid districts in meeting special problems. Minigrant activities will be disseminated at a conference for rural vocational educators. The final report will describe specific activities undertaken.

000334

Development of Career Cluster Materials (Continuation).
Project Director: Gnaedinger, John P.
Organization: Soil Testing Services, Inc, 111 Pfingsten Road, Northbrook, IL 60062
Telephone: (312) 273-5440
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-32-30-X-0415-145
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $80,000
Descriptors: *Career Education, *Teaching Guides, *Audiovisual Aids, *Occupational Clusters, Secondary Education
Identifiers: State, Proposal

A career awareness program and materials for use by junior high and high schools will be developed. The reading level of booklets to be used in the program will be modified to grades 7-9 and a camera-ready copy of a teacher's guide will be produced. Slide/tape presentations keyed to wall charts will be produced for each of sixteen career cluster areas. In addition, an advisory committee will review materials developed in the first two years of the project. A final report will be written.

Curriculum Development (Sec. 133)

000372

Solar Energy Installers Curriculum Guides.
Project Director: Walker, Gene C.
Organization: College of DuPage, 22nd Street and Lambert Roads, Glen Ellyn, IL 60137
Telephone: (312) 858-2800
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-X-0442-316
Funding Period: Start Date 17 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $10,748
Descriptors: *job Skills, *Solar Radiation, *Curriculum Guides, *Energy, Entry Workers, Career Ladders, Evaluation Methods, Educational Strategies, Educational Resources, Course Objectives, Promotion Occupational
Identifiers: State, Proposal

Job competencies including minimum competenices for the job entry for solar energy installers will be determined. Additionally, career ladders, criteria for promotion, measurable objectives, teaching and evaluation strategies for each objective, and a listing of instructional resources will be included. The resulting program will provide necessary training for manpower needs in solar energy.

000373

Competency-Based Curriculum Guides for Horticulture.
Project Director: Huntley, Robert G.
Organization: College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137
Telephone: (312) 858-2800
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-X-0442-317-317
Funding Period: Start Date 17 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $13,590
Descriptors: *Curriculum Guides, *Ornamental Horticulture, *Competency Based Education, Instructional Materials, Criterion Referenced Tests, Check Lists, Behavioral Objectives
Identifiers: State, Proposal, *Vocational Technical Education Consortium States

Two curriculum guides using Vocational-Technical Education Catalog Consortium of States (V-TECS) will be developed for ornamental horticulture. V-TECS tasks will be verified, teaching and evaluation strategies and teaching resources for each objective will be identified, and training and field test sites will be developed.

000331

Curriculum Guide: Business Education into the Eighties (Continuation).
Project Director: Alexander, Wilma Jean
Organization: Illinois State University, 421 F Stevenson Hall, Normal, IL 61761
Telephone: (309) 438-7893
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-30-X-0442-109
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $56,740
Descriptors: *Curriculum Guides, *Business Education, *Equal Education, *Information Dissemination, Technological Advancement, Audiovisual Instruction
Identifiers: State, Proposal

The state curriculum guide, "Business Education for the Seventies," will be revised to reflect the philosophy of business educators and changes in technology. It will be presented in a format which can be updated regularly throughout the 1980s. The guide will provide a basis for equalizing educational opportunities in business education throughout the state. Seminars will be conducted statewide to disseminate the guide. A slide/tape program will be developed to aid in the dissemination process. A final report will be written.

INDIANA

Research (Sec. 131)

000321

Vocational Education Information Services.

Project Director: Harris, Robert C.
Organization: Indiana University, Bryan Hall 210, Bloomington, IN 47405
Telephone: (812) 337-8104
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 3-80-III-14
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $90,000
Descriptors: *Library Services, *Library Acquisition, *Data Bases, *Information Dissemination, *Educational Innovation, *Newsletters
Identifiers: State, Proposal
Descriptive Note: This project also received $5,000 under Sec. 134 for FY 1980

To make state and national administrators more aware of Indiana's innovative programs, nine special reports and four issues of 'Communique' will be published. About 200 bibliographies and documents will be added to the VEIS collection to improve library services to vocational educators and to provide them with access to materials, allowing them to make informed choices on new projects and classes. Dissemination activities will be coordinated, and in-house data bases will be maintained.

000336

Indiana curriculum Materials Center, FY 1979-80.

Project Director: Di Lavore, Philip
Organization: Indiana State University, Terre Haute, IN 47809
Telephone: 232-6311
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 4-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $140,000
Descriptors: *Instructional Materials Centers, *Information Dissemination, *Resource Materials, Instructional Materials
Identifiers: State, Proposal

The Indiana Curriculum Materials Center (ICMC) will provide acquisition, storage, and dissemination of printed, audiovisual, and instructional materials for statewide distribution to vocational educators. The center also will provide consultative and informational services and select sites to implement and evaluate the vocational instructional materials developed in Indiana and modified for use by individuals working with special needs students. The ICMC will provide promotional materials and in-service programs to ensure that vocational educators receive maximum benefits from ICMC products and services.

000374

Annual Plan Development for Area Vocational School District 46.

Project Director: Clerk, John
Organization: Evansville-Vanderburgh S[illegible]l Corporation, One SE Ninth Street, Evansville, IN 47708
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 44-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Educational Planning, *Needs Assessment, *Long Range Planning, *Educational Resources, Area Vocational Schools, Educational Cooperation, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

A plan for Area Vocational School District 46 will be developed for fiscal year 1980 and fiscal years 1981-85. Needs for supportive services and program improvement activities and resources available to meet the needs will be identified. The plan will be coordinated with secondary and postsecondary institutions.

000375

Development and Implementation of Plans for Program Improvement.

Project Director: Jessup, Roger L.
Organization: Mississinewa Community Schools, 424 West Main Street, Gas City, IN 46933
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 45-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $28,000
Descriptors: *Regional Planning, *Postsecondary Education, *Cooperative Planning, * *Vocational Schools
Identifiers: State, Proposal

Coordinated regional and local plans which identify activities, resources available, and resources needed to meet indentified needs will be developed for each area vocational program and postsecondary institution for fiscal years 1978-1985. A regionwide cooperative program for vocational education planning will be organized and coordinated.

000322

Vocational Curriculum Development and Implementation Workshop—Phase I.

Project Director: Dresslar, David
Organization: Metropolitan School District of Lawrence Township, 7601 East 56th Street, Indianapolis, IN 46226
Telephone: (317) 849-9455
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 46-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Teacher Workshops, *Curriculum Planning, Curriculum Development, Horticulture, Building Trades, Auto Mechanics, Welding, Electronics, Food Service, Secondary Education
Identifiers: State, Proposal

In phase I of a long-range curriculum development plan, curriculum will be developed and implemented in horticulture, building trades, auto mechanics, small engines, commercial foods, welding, auto body, and electronics programs. Two one-week workshops will be held for teachers, administrators, and outside resources to develop the curriculum, including occupational titles, safety components, measurable objectives, and student evaluation procedures.

000403

Plan Development for Perry County Area Vocational Education Program.

Project Director: Pedro, Neal E.
Organization: Tell City-Troy Township School Corporation, 1321 Fulton Street, Tell City, IN 47586
Telephone: (812) 547-3300
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 150-80-III-1
Funding Period: Start Date 15 Jan 80; End Date 10 Jan 81
Fiscal Year Funding: $4,000
Descriptors: *Long Range Planning, *Needs Assessment, *Educational Planning, Educational Resources, Secondary Education, Postsecondary Education, Educational Cooperation, Area Vocational Schools
Identifiers: State, Proposal

A plan for the Perry County area vocational educational program will be developed to include supportive services and program improvement activities for fiscal year 1980 and fiscal years 1981-85. Needs will be identified and described, and resources available to meet the needs will be identified. The plan will be coordinated between secondary and postsecondary institutions.

Curriculum Development (Sec. 133)

000337

Develop and Implement a Performance-Based Program in Auto Mechanics.

Project Director: Keiser, Jerry; MacQwan, John
Organization: Area 10 Vocational Cooperative, 565 S. Main Street, Monticello, IN 47960
Telephone: (219) 583-9639
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 16-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Test Construction, *Auto Mechanics, *Criterion Referenced Tests, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000338

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.

Project Director: Thompson, James L.
Organization: Tippecanoe School Corporation, Area Vocational District 19, 21 Elston Road, Lafayette, IN 47905
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 22-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Test Construction, *Auto Mechanics, *Criterion Referenced Tests, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction, and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000339

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.

Organization: Benton Community School Corporation, Box 512 Fowler, IN 47944
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 23-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Test Construction, *Auto Mechanics, *Criterion Referenced Tests, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000335

Development of Performance-Based Vocational Education Materials in Printing.

Project Director: Carnahan, Joyce Ann
Organization: Twin Rivers Vocational Area/South Knox School Corporation, P.O. Box 388, Monroe City, IN 47557
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 24-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Descriptors: *Printing, *College High School Cooperation, *Competency Based Education, *Test Construction, Inservice Teacher Education, Criterion Referenced Tests
Identifiers: State, Proposal

Project staff will develop one job title to the domain-referenced test level in printing, develop working relationships with the Vincennes University printing department, and allow for future planning of inservice programs for secondary and postsecondary printing teachers. A chart of communications for the secondary and postsecondary printing programs in the area will also be developed.

000340

Development of Performance-Based Materials in Floriculture.

Project Director: Bobe, Robert
Organization: North Knox School Corporation, R.R. 1, P.O. Box 187, Bicknell, IN 47512
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 25-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $2,424
Descriptors: *Floriculture, *Test Construction, *Competency Based Education, *College High School Cooperation, *Criterion Referenced Tests, Instructional Materials, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

One job title in floriculture will be completed to the domain-referenced test level in cooperation with the Vincennes University horticulture department. Learning content will be determined and learning content limits set. The project should result in improved communication between secondary and postsecondary programs.

000341

Vincennes University Printing Articulation through Testing.

Project Director: Whitkanack, Ken
Organization: Vincennes University, 1002 North First Street, Vincennes, IN 47591
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 26-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Descriptors: *Printing, *Competency Based Education, *College High School Cooperation, *Articulation Education, *Test Construction, *Criterion Referenced Tests, Models, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

A domain-referenced test (DRT) for one printing task domain and secondary/postsecondary articulation model for use of the DRT will be developed. The model, for use in assessing students' skills, will be refined and revised as needed. In addition, the model will improve printing instruction and prevent duplicate instruction, saving on time, materials, energy, and machine wear.

000342

Development and Implementation of Domain-Referenced Testing in Vocational Welding.

Project Director: Sterrett, Dan
Organization: Blue River Vocational-Technical Center, 789 St. Joseph Street, Shelbyville, IN 46176
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 28-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80

Fiscal Year Funding: $2,424
Descriptors: *Competency Based EDucation, *Welders, *Test Construction, *Criterion Referenced Tests, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

A domain-referenced testing model for welder's helper will be developed and implemented to ensure that students are more compatible with industry's needs, and to improve recruitment and selection procedures. The state survey of job titles and related tasks will be analyzed; postsecondary educators and industry personnel will be consulted; and tests to measure each skill will be developed. The model will be field tested with a sample of vocational students.

KENTUCKY

Research (Sec. 131)

000344

Review, Revision, and Field Test of Mining Careers and Safety Course of Study.

Project Director: Shell, Vicki
Organization: Murray State University, Murray, KY
Telephone: (502) 762-3392
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,210
Descriptors: *Technical Occupations, *Instructional Materials, *Safety Education, * Secondary Education
Identifiers: *Mining, State, Proposal

The scope, sequence, lesson plans, and other support materials for the mining careers and safety program will be reviewed, revised and field tested to develop a uniform secondary level curriculum with valid instructional components. Workshops for those persons involved with mining careers and safety programs will be planned and conducted.

000343

Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.

Project Director: Adams, Susan
Organization: Western Kentucky University, Center for Career and Vocational Teacher Education. Bowling Green, KY 42101
Telephone: (502) 745-3441
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,627
Descriptors: *English Second Language, *Program Effectiveness Non English Speaking. *Program Evaluation, *Success
Identifiers: State, Proposal

Personal, educational, and social factors that may be perceived as barriers to effective participation in vocational education by students of limited-English-speaking ability (LESA) will be identified. Vocational education programs which are providing effective vocational education for LESA students in Kentucky will be identified and described, and recommendations for improving the quality of vocational education for LESA students will be made. Instruments for teacher and administrator interviews will be developed and field tested. Classroom observation data on LESA students in twenty-four vocational education classrooms will be collected by trained observers. Validated instruments will be used to collect two sets of SET data for all LESA students designated for observation.

000345

Research: Program Review Response Capability.

Project Director: Tipton, Bettie R.
Organization: Kentucky State Department of Education, Bureau of Vocational Education. Frankfort, KY
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: XO4810013F
Funding Period: Start Date 01 Jun 79; End Date 31 Dec 79
Fiscal Year Funding: $2,500
Descriptors: *Needs Assessment, *Program Planning, *Evaluation Criteria, *Program Development, Research Utilization
Identifiers: State, Proposal

Needed statewide program improvements will be identified based on an analysis of program review data. The criteria used to prioritize program improvements will be identified by a group recommended by the task force for evaluation and approved by the state director of vocational education. The criteria will be distributed to division directors, unit directors, and a random sample of teacher educators for their recommendations. The director of planning, the director of program development, unit directors for each program area, the director of equity, and the director of program supporting services will plan the strategies to implement the most critical program improvement needs.

Exemplary and Innovative (Sec. 132)

000309

Coordination of Career Exploration Experiences in Hopkins County (Continuation).

Project Director: Zellich, Linda
Organization: Hopkins County Board of Education, 537 West Arch Street, Madisonville, KY 42431
Telephone: (502) 821-7070
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: B34880013F
Funding Period: Start Date 15 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $22,298
Descriptors: *Career Exploration, *Nontraditional Occupations, *Sex Fairness, *School Community Relationship, *Practical Arts, *Service Occupations. Grade 7, Grade 8, Resource Guides, Community Resources, Audiovisual Centers, Elementary Education, Junior High Schools
Identifiers: State, Proposal

Project staff will continue a coordinated plan for exchanging resources and information among the school system, vocational programs, and the community; incorporate sex equity features into the overall plan and program activities including experiences in nontraditional occupations; further develop existing practical arts/career exploration programs and develop a comprehensive career exloration plan for seventh and eighth grades; and continue to increase and promote the use of community and vocational school resources for career exploratory experiences and activities. The slide/tape presentation on the Madisonville state vocational-technical school and the health occupations annex will be updated and revised. Products will include a career library of audiovisual materials, activity and curriculum guides with particular emphasis on the personal services occupational cluster, color videotapes, and a practical arts brochure.

000310

How to. . Strategies for Sex Equity.

Project Director: Hay, Donald L.
Organization: Morehead State University, Morehead, KY
Telephone: 783-2158
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: I68880013F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,200
Descriptors: *Sex Fairness, *Nontraditional Occupations, *Nontraditional Education. *Student Recruitment, Sex Bias, Audiovisual Communications
Identifiers: State, Proposal

Project staff will help to overcome sex bias by training students in nontraditional occupations and businesses; helping local industries meet affirmative action goals by providing students trained in such occupations; developing and implementing a pilot program for attracting students into nontraditional programs in agriculture, home economics, industrial education, business and office education, and allied health education; and making the recruitment of students into nontraditional programs an ongoing activity. This project will be replicated in at least two state vocational schools. An advisory committee on sex equity with representatives from state vocational regions 9, 10, 11 will be formed. Brochures, posters, slides, and videotapes will be produced to be used in recruitment programs.

000307

Word Processing Center.

Project Director: Harcourt, Jules
Organization: Murray State University, Murray, KY
Telephone: (502) 762-4185
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,900
Descriptors: *Demonstration Centers, *Office Occupations Education, *Inservice Teacher Education, *Preservice Teacher Education, Laboratories
Identifiers: *Word Processing, State, Proposal

A word processing center which will serve as a demonstration site; a statewide facility for teacher education workshops, seminars, and conferences; a demonstration office education program combining training and work; a preservice teacher education program; and a demonstration project to enhance Kentucky's educational program content and image will be established. Educational programs of varying lengths will be offered year-round and will range from a six-credit course to thirty-minute conducted tours and demonstrations. Feedback instruments will be developed and administered to all participants.

000308

Model for Evaluating Specialized Programs in Marketing and Distributive Education.

Project Director: Litchfield, Carolyn
Organization: Kentucky University, Lexington, KY
Telephone: (502) 257-2998
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,500
Descriptors: *Educational Evaluation, *Evaluation Methods, *Marketing, *Distibutive Education, Conventional Instruction
Identifiers: State, Proposal

[illegible] model for evaluating traditional specialized marketing and distributive education programs will be developed. Research instruments which can be used for evaluation will be identified, and new instruments will be designed and field tested in a specialized program. A final report including normative data will be delivered.

000311

Instructional Unit on Farm Records and Analysis Systems.

Project Director: Dickens, John W.
Organization: University of Kentucky, Department of Agricultural Education, Lexington, KY
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul Y7
Fiscal Year Funding: $12,653
Descriptors: *Agricultural Education, *Vocational Education Teachers, *Farm Accounts, *Inservice Teacher Education, *Adult Farmer Education. *Instructional Materials, Secondary School Teachers, Adult Educators, Recordkeeping
Identifiers: State, Proposal

An instructional unit using the Kentucky farm record book and an inventory booklet will be developed for adult and high school vocational agriculture teachers. Four two-day regional workshops on use of the unit will be conducted. After the unit is field tested and evaluated, 450 copies will be printed for dissemination.

MISSOURI

Research (Sec. 131)

000304

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.

Project Director: Weston, Curtis R.
Organization: University of Missouri-Columbia, Columbia, MO 65211
Telephone: (314) 882-3232
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-2 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,347
Descriptors: *Adult Farmer Education, *Young Farmer Education, *Computer Oriented Programs, *Competency Based Education, *Agricultural Education, *Money Management, Skill Analysis, Task Analysis, Curriculum Development, Instructional Materials
Identifiers: State, Proposal

To increase the enrollment of young farmers in the program, project staff will develop materials to be used by adult and young farmer teachers. Research will be conducted to identify competencies needed in areas of financial management; identify specific tasks and skills related to each competency; and verify these competencies, tasks, and skills with adult and young farmers, vocational agriculture teachers of adults, and representatives of agribusinesses. A computer-based analysis system for farm records and specific enterprise-analysis computer-based analysis system for farm records and specific enterprise-analysis computer output information will be developed to enable adult and young farmers to achieve the related competencies. Staff also will develop input forms to use in transferring information from the recordbook to the computer center and for running trial programs; self-contained, competency-based curriculum materials for use in initiating the program; guidelines and criteria for administeringg the program; and additional computer programs that can be used with remote data terminals or minicomputers. A computer center will be selected and an advisory committee orgganized to carry out the program. A final report will be delivered.

000306

Resource Directory for Special Needs Students.

Project Director: Behymer, Jo
Organization: University of Missouri-Columbia, 316 Hill Hall, Columbia, MO 65211
Telephone: (314) 882-6523
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-3 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,000
Descriptors: *Instructional Materials, *Teaching Methods, *Educational Resources, * *Career Development, *Occupational Information, *Exceptional Persons, *Resource Materials, Secondary Education
Identifiers: State, Proposal

Research will be conducted for producing a directory to encourage and assist special needs students in career planning, and to increase the enrollment of these students in vocational education programs. Project staff will identify and describe specific jobs and clusters appropriate for types of special needs persons, and identify career ladders, criteria for advancement, and training programs available in those occupations. In addition, staff will identify, describe, and categorize special curriculum models, instructional aids and techniques, and teaching resources. Further research will identify appropriate techniques and job development, redesign, and placement. Research will involve a literature review; designing instruments to survey schools, students, employees, and agencies; and visiting exemplary programs. Following review by an advisory committee, the directory will be disseminated. A final report will be delivered.

000376

Competency-Based Curriculum Units for Adult Consumer Home Economics.

Project Director: Abbott, James W.
Organization: Rockhurst College, Urban Staff Planning and Development Center, Inc, 5225 Troost, Kansas City, MO 64110

Telephone: (816) 361-7515
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-6
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $27,940
Descriptors: *Homemaking Education, *Adult Education, *Consumer Education, *Competency Based Education, Parenthood Education, Nutrition Instruction, Visual Aids
Identifiers: State, Proposal

Project research will provide the basis for developing competency-based units for persons lacking basic skills and experiences in homemaking. Project staff will develop and disseminate 200 copies each of curriculum units in parenting, consumer education, resource management and nutrition. The self-contained teaching units will be used in consumer home economics by teachers of adult students. One hundred copies each of units in the same categories will be developed and disseminated for use by teachers of adult students in urban center cities. To accomplish this, staff will prepare behavioral objectives, design pretests, and determine the vocabulary to be learned in each unit. Ten self-contained teaching activities and lessons will then be created for each unit along with a review page, posttest, visuals, and a bibliography. A field test will be conducted and needed revisions will be made before the product is finalized. A final report will be delivered.

000377

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.
Project Director: Petty, Gregory C.
Organization: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education. 405 General Classroom Building, Columbia, MO 65211
Telephone: (314) 882-8391
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-7 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,843
Descriptors: *Working Attitudes, *Affective Behavior, *Instructional Materials, *Teaching Methods, *Teacher Effectiveness, Material Development, Teacher Workshops, Job Skills
Identifiers: State, Proposal

Research will be conducted to develop instructional materials to teach understanding of work habits, attitudes, and values required of specific occupations, thereby enhancing the possibility of job success for future vocational and technical graduates in Missouri. Project staff will identify essential and common affective worker characteristics of all vocational service areas and determine the characteristics related to two vocational programs that are also common among occupations. Instructional materials and lesson procedures will be developed to enable sutudents to acquire the selected affective work competencies. After curriculum materials have been disseminated to selected Missouri schools, staff will compare the affective work competencies of student with those of workers. Teaching strategies will be judged by comparing treatment and control groups. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000305

Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.
Project Director: Schwindt, Robert C.
Organization: State Fair Community College, Area Vocational-Technical School, 1900 Clarendon Road, Sedalia, MO 65301
Telephone: (816) 826-7100
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-132-600-1 (126-126)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Descriptors: *Competency Based Education, *Welding, *Teaching Guides, *Exceptional Persons, *Audiovisual Instruction, Program Development, Slides, Curriculum Development, Student Placement, Videotape Recordings, Area Vocational Schools
Identifiers: State, Proposal

The competency-based welding curriculum and related materials developed in this project will serve as a prototype for vocational-technical schools to aid in the acceptance and development of programs for vocational students with special needs. A mediated package will be produced for use by vocational educators in understanding the competency-based instruction methods and techniques. Project staff will select or develop two slide programs—one for school districts, administrators, and instructors on the advantages and characteristics of competency-based vocational instruction and another for vocational and technical instructors on the procedures in implementing competency-based education. Project staff also will develop and test a teaching guide and related competency-based welding curriculum for use with special needs students, develop a handbook for use by welding instructors and counselors in placing students in the proper welding sequences, and develop three videotapes demonstrating to other vocational educators techniques for teaching special needs students. Five area vocational-technical schools will be identified as field test sites, and an advisory committee will be selected to review the competency list and all project products. Modules will be reviewed and evaluated by instructors and the director, and competency-based programs will be implemented in the test sites.

Curriculum Development (Sec. 133)

000378

Missouri Vital Information for Education and Work (VIEW).
Project Director: Grogan, James H.
Organization: Hazelwood School District, 15955 New Halls Ferry Road, Florissant, MO 63031
Telephone: 921-4450
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-133-600-3 (096-088)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $96,738
Descriptors: *Instructional Materials, *Microfilm, *Career Education, *Delivery Systems, *Information Dissemination, *Inservice Education, Secondary Education, Postsecondary Education, Guides, Audiovisual Instruction
Identifiers: State, Proposal

The size of the Missouri VIEW microfilmed aperture card deck will be increased from 550 to 600 scripts, and the 550 career scripts developed during 1978-79 will be updated. The Missouri VIEW student guide and student and adult versions of the Missouri VIEW exploration handbook will be refined; the training institutions deck containing information on postsecondary institutions and vocational and technical schools will be updated. An updated slide/cassette tape program for use in teacher and counselor workshops and in-service training in selected school districts which receive the VIEW system will be provided.

MONTANA

Exemplary and Innovative (Sec. 132)

000379

Project Prime (Continuation).
Project Director: Johnson, Judy
Organization: Easter Seal Society, Helena, MT 59601
Telephone: 422-2061
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-6201-05-22-99-0043
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $56,012
Descriptors: *Disadvantaged Youth, *Career Counseling, *Rural Schools, *Employment Opportunities, *Disabilites, *Student Evaluation, Senior High Schools, Job Analysis, Work Experience

Identifiers: State, Proposal

Project Prime, coordinated by the Montana Easter Seal Society, has been developed to facilitate vocational counseling and evaluation in rural high schools and to provide work experience, job assessment, and awareness of job opportunities in the state. The screening process to be used in rural schools and Helena public schools will include rules and regulations for special education. Student assessment will include results of individual achievement tests, psychological and physical examination, and evaluation of work aptitudes and attitudes. Evaluations will be conducted by the Evaluation and Career Development Center of Helena Industries. Efforts for student guidance and job placement will be coordinated with currently available jobs. An advisory board will serve the project and a complete vocational assessment and aptitude packet to be made available to guidance counselors will include information on vocational training or job placement for rural handicapped and disadvantaged students.

Curriculum Development (Sec. 133)

000380

Industrial Occupational Information for Secondary School Students.
Project Director: Polette, Doug
Organization: Montana State University, Bozeman, MT 59717
Telephone: 944-0211
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5703-05-23-16-0026
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,642
Descriptors: *Industrial Arts, *Behavioral Objectives, *Occupational Information, * Program Guides, Secondary Education, School Business Relationship, Career Choice
Identifiers: State, Proposal

An occupational education guide for industrial careers will be developed and field tested. Based on data collected from business and industry throughout the state, a list of performance objectives will be developed for secondary industrial arts program. The information will be compiled into a booklet and presented in conjunction with current industrial arts curriculum guides to instructors in workshops. With the completed guide, instructors will be able to demonstrate the need for training in particular occupations and the benefits and future outlook of specific occupational areas, and will better prepare students to choose which vocational program they enter. Project results will be sent to officials and interested intructors throughout the state.

000381

Distributive Education Audiovisual Materials Laboratory.
Project Director: Newville, Ron
Organization: Bozeman High School, Bozeman, MT 59715
Telephone: 586-3361
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-1605-05-23-99-0502
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000
Descriptors: *Audiovisual Instruction, *Audiovisual Centers, *Distributive Education, *Instructional Materials, *Teacher Education. Secondary Education, Information Dissemination, Marketing
Identifiers: State, Proposal

All marketing and distribution teachers will be supplied with up-to-date printed and audiovisual materials to supplement their traditional curriculum materials. Materials also will be supplied to teacher education programs to give distributive education majors an up-to-date philosophy in business and marketing. A uniform state curriculum in business and marketing will be presented. In the future all materials will be purchased at the recommendation of teachers and teacher education programs.

000382

Review and Revision of the Montana Business Education Curriculum Guidelines.
Project Director: Frost, Floyd
Organization: Montana State University, Bozeman, MT 59717
Telephone: 994-4421
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5703-06-25-99-0016
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,280
Descriptors: *Business Education, *Instructional Materials, Disabilities, Curriculum Development, Sex Fairness
Identifiers: State, Proposal

Secondary business teachers representing different regions within the state and the project director will review and revise business education curriculum guielines to include current office and business changes. Subject area objectives will be revised to include information which will eliminate sex and racial biases and stereotyping in business and office employment. The updated curriculum will provide teachers with suggestions for teaching the handicapped and sources for obtaining additional information. The curriculum will be disseminated statewide.

000383

Consumer Homemaking Curriculum Revision.
Project Director: Parsons, Angelina
Organization: Montana State University, Bozeman, MT 59717
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5703-05-23-99-0023
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,350
Descriptors: *Consumer Education, *Instructional Materials, *Home Economics, *Teacher Education Workshops, *Teacher Developed Materials, *Behavioral Objectives, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Fifteen home economics teachers will participate in a one-week workshop on the curriculum development process. These teachers will analyze and revise the scope and sequence of materials developed in 1978 and will develop learner outcomes to accompany the revised materials. The consumer homemaking curriculum materials will be printed in booklet form and distributed to all Montana home economics teachers during Autumn, 1980. A final report on the curriculum revision process and teacher evaluations of the workshop sessions will be delivered.

NEBRASKA

Curriculum Development (Sec. 133)

000303

Nebraska Vocational Curriculum Resource Center (Continuation).
Project Director: Nelson, Beverly J.
Organization: Kearney State College, Center for Vocational Education, Kearney, NE 68847
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $16,997
Descriptors: *Educational Resources, *Resource Centers, *Instructional Materials, * *Information Dissemination, *Curriculum Evaluation
Identifiers: State, Proposal

A center for acquiring and disseminating vocational curriculum materials will be continued to serve as a focal point for the collection, acquisition, dissemination, and diffusion of vocational education curriculum materials and as a facilitating mechanism for the systematic review and evaluation of curriculum materials for possible adoption for vocatonal education instruction. Task force meetings will be held as needed for assessing and reviewing the curriculum center's activities.

NEVADA

Exemplary and Innovative (Sec. 132)

000401

Home Economics Related Occupations Instructional Modules.

Project Director: Chapin, Carol

Organization: Washoe County School District, 425 East Ninth Street, Reno, NV 89512

Sponsoring Agency: Nevada State Dept. of Education, Carson City

Contract/Control No.: 2676-WCSD-80

Funding Period: Start Date 01 Apr 80; End Date 30 Jun 81

Fiscal Year Funding: $22,640

Descriptors: *Learning Modules, *Basic Skills, *Occupational Home Economics, School Business Relationship, Job Skills, Instructional Materials

Identifiers: State, Proposal

A series of home economics related occupations (HERO) instructional modules which will emphasizing basic reading and mathematical skills will be developed to help students build entry-level skills for job placement in the area. Home economics teachers will work in industry to observe and collect data from which the modules will be developed and distributed statewide.

000402

Special Needs of Handicapped High School Students.

Project Director: Jenny, Don

Organization: Carson City School District, P O Box 603, Carson City, NV 89701

Sponsoring Agency: Nevada State Dept. of Education, Carson City

Contract/Control No.: 2676-CCSD-FY80

Funding Period: Start Date 01 May 80; End Date 30 Jun 81

Fiscal Year Funding: $44,240

Descriptors: *Learning Disabilities, *Learning Laboratories, *Career Guidance, *Mild Mental Retardation, *Special Education, *Mental Retardation, Secondary Education

Identifiers: State, Proposal

To better prepare students to obtain entry-level jobs commensurate with their ability and in selected service occupations, project staff will provide vocational learning opportunities for high school students identified as educable mentally handicapped and severly learning disabled. A laboratory program similar to the actual work situation will be established for each occupational area. After an evaluation and orientation in each area, students will select the area in which they are most interested and capable. An in-depth description of the program which could be replicated in other school districts will be delivered.

NEW HAMPSHIRE

Exemplary and Innovative (Sec. 132)

000388

New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.

Project Director: Pinette, Richard E.

Organization: Supervisory Union 7, 10 Bridge Street, Colebrook, NH 03576

Telephone: (603) 237-5571

Sponsoring Agency: New Hampshire State Dept. of Education, Concord

Contract/Control No.: 08602

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $6,000 (Charged to FY 1979)

Descriptors: *Program Development, *Educational Planning, *Rural Schools, *School Community Relationship, *Vocational Training Centers, Program Guides, Advisory Committees

Identifiers: State, Proposal

A manual, "New Directions—A Guide for Establishing a Vocational Center in a Rural Area," will be developed to include practices that proved to be successful in returning planned vocational education to the area. An advisory committee composed of local residents will be organized; and meetings will be held with area selectmen, school boards, school administrators, local news services, and area service clubs. The manual will include an analysis of past plans rejected by voters, the new or corrective plan, a record of how the advisory committee members were identified and their part in developing the new plan, copies of the questionaire developed to obtain citizen input, a record of how local control groups were identified and meetings scheduled with such groups, and the materials necessary to gain voter acceptance at the annual school district meeting.

Curriculum Development (Sec. 133)

000389

Establishment and Maintenance of a State Vocational Learning Resource Center.

Project Director: Kitlan, Dorothea

Organization: Keene State College, Mason Library, Keene, NH 03431

Sponsoring Agency: New Hampshire State Dept. of Education, Concord

Contract/Control No.: 09079

Funding Period: Start Date 01 Oct 80; End Date 30 Jun 80

Fiscal Year Funding: $14,000 (Charged to FY 1979)

Descriptors: *Learning Resource Centers, *Resource Materials, *Educational Resources, *Instructional Materials, Information Dissemination, Library Circulation, Disabilities, Disadvantaged, Nontraditional Occupations, Sex Fairness

Identifiers: State, Proposal

A resource center will be established to disseminate vocational education resource and curriculum materials on new and changing occupational fields, handicapped and disadvantaged, persons of limited English speaking ability, guidance and testing materials designed to overcome sex bias and sex stereotyping, support services to help teachers meet the needs of students enrolled in programs traditionally limited to the opposite sex, and other materials to improve the state's program. The present collection of materials and equipment necessary to house and use them will be moved from the Occupational Education Resource Center at Durham. Criteria for delimiting the present collection, accepting new entries, and setting circulation policies will be developed in cooperation with an advisory committee. One-third of the collection will be integrated into the Learning Resource Center's collection the first year. A list of available materials will be published and disseminated.

NEW JERSEY

Research (Sec. 131)

000390

Development of Student Achievement Measures for Vocational Education.

Project Director: Schaefer, Carl J.

Organization: Rutgers, the State University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903

Telephone: (201) 932-7937

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 131 SREG 815

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $20,000

Descriptors: *Criterion Referenced Tests, *Test Construction,

*High School Graduates, *Achievement Tests, Interstate Programs, Student Evaluation
Identifiers: State, Proposal

Between six and eight states will develop, prepare for implementation, and field test eight to ten criterion-referenced student achievement measures for secondary school vocational graduates. It is anticipated that about sixty measures covering all fields of vocational education will be developed over a three-year period. New Jersey will assume responsibility for one or two tests and provide input into all the others. New Jersey will also organize a steering committee of local directors and state department personnel and establish linkages with the National Occupational Competency Testing Institute. Research results will provide a system of feedback for both the improvement of instruction and the recognition of individual student achievement for employment purposes.

000391

Vocational Assessment of the Chronic Mentally Ill Student.
Project Director: Turner, Floyd D.
Organization: New Jersey College of Medicine and Dentistry, Rutgers Medical School, Box 101 Hoes Lane, Piscataway, NJ 08854
Telephone: (201) 463-4351
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 131 SRE 808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $48,139
Descriptors: *Test Interpretation, *Evaluation Methods, *Vocational Rehabilitation, *Schizophrenia, *Diagnostic Tests, *Career Development, Test Reliability, Standardized Tests
Identifiers: State, Proposal

To improve the assessment phase of vocational education rehabilitation and thus improve education and rehabilitation outcomes for schizophrenic persons, this study will establish the reliability and validity of diagnostic and evaluative measures which have been used to evaluate the career development of schizophrenic clients and develop procedures for administering measures originally used with normal populations. Test scores for schizophrenic clients on both unstandardized and standardized measures of vocational potential will be examined to determine the reliability and validity of these measures for the schizophrenic population. Those clients who receive both tests will be analyzed separately.

Exemplary and Innovative (Sec. 132)

000392

Project for the Completion of Special Summer Projects.
Project Director: Bryant, Doris D.
Organization: New Brunswick Public Schools, 24 Bayard Street, New Brunswick, NJ 08901
Telephone: (201) 745-5250
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,918
Descriptors: *School Safety, *Cooperative Education, *Program Development, *Occupational Surveys, Advisory Committees, Curriculum Development, Cocurricular Activities, Secondary Education, Labor Needs
Identifiers: State, Proposal

A vocational advisory committee will be established to develop priorties for developing and improving the district's career and vocational programs. Project staff will complete a mandatory districtwide vocational safety plan and an industrial survey to determine current labor market needs. The introduction to vocations curriculum at Redshaw Junior High School will be reviewed and revised to expand occupational areas. Cooperative education personnel will submit a calendar of joint activities for students and descriptions of cooperative advisory committee functions for the coming school year. A document illustrating the responses of the industrial survey will be prepared and analyzed to make recommendations for vocational program improvement.

000393

Improving Basic Skills Through Vocational Education.
Project Director: Alston, LeRoy
Organization: South Brunswick Township Board of Education, Major Road, Monmouth Junction, NJ 08852
Telephone: (201) 329-6808
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 812
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Skill Development, *Teaching Methods, *Basic Skills, *Low Achievement, Inservice Teacher Education, Vocational Education Teachers, Program Evaluation, Student Evaluation, Material Development
Identifiers: State, Proposal

The instructional and behavior management techniques that work best to increase students' basic skills will be developed to enable vocational educators to bridge the gap between low basic skills and entry level employment skills. Vocational education students who test below the thirty-fifth percentile on the California Achievement Test will be identified and a management plan developed for workshops and training sessions that will include technicians, instructors, administrators, advisory committee members, and funding agency designees. Thirty hours of in-service training will be provided to help vocational instructors recognize students' problems, and to develop an appropriate teaching process for basic skills improvement, and to develop specific materials for each vocational program area. At least one workshop a month will be conducted to evaluate the process and materials and to ensure that a progressive learning pattern is established. Student progress will be evaluated by comparing achievement with students not enrolled in the program and are receiving remedial help, comparing pre- and posttest scores on each unit, and using results of state testing. Data on activities, training resources, workshops, and evaluation will be compiled in a single document for distribution in the district and statewide.

000394

Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
Project Director: Dietrick, Marie C.; Zane, Hannah D.
Organization: New Jersey College of Medicine and Dentistry, School of Allied Professions. 100 Bergen Street, Newark, NJ 07013
Telephone: (201) 456-4769
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 818
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $13,500
Descriptors: *Experiential Learning, *Medical Laboratory Assistants, *Bachelors Degrees, *Equivalency Tests, *Advanced Placement Programs, *Allied Health Personnel, Curriculum Development
Identifiers: State, Proposal

A model for recognizing previously acquired competencies of clinical laboratory personnel for advanced placement into the medical technical baccalaureate program will be developed. The target group includes on-the-job trainees, military personnel, and medical laboratory technicians with associate or certificate degrees who wish to further their education. Proficiency and equivalency basic and advanced exams will be developed, and existing curriculum will be modified into basic and advanced modules to facilitate entry of target group individuals into the advanced program. Job competencies will be compiled and evaluated and test questions written and evaluated. Enrichment activities for those who successfully pass the exams will be identified.

000395

Vocational Instruction and Basic Educational Skills (VIBES).
Project Director: English, Joseph W.
Organization: Gloucester County Vocational-Technical School, Tanyard Road, Box 186, Sewell, NJ 08080
Telephone: (609) 468-1445
Sponsoring Agency: New Jersev State Dept. of Education, Trenton

Contract/Control No.: 80 132 SEMG 822
Fiscal Year Funding: $30,000
Descriptors: *Remedial Programs, *Educationally Disadvantaged, *Disabilities, *Special Education, *Basic Skills, Class Activities, Individualized Instruction, Exceptional Persons
Identifiers: State, Proposal

Special needs students mainstreamed into regular vocational classes and low achieving educationally disadvantaged students will be provided remedial reading and mathematics activities to be developed and adapted in conjunction with vocational basics. The students attending a shared time program at an area vocational-technical school will be assessed and assigned to one of the following programs: individual instruction, small group instruction (by trade area), small skill groups (by diagnostic need), scheduled laboratory time, or classroom presentations in the employment orientation class. Students will be pre- and posttested. All materials developed by the project will be made available to all day school and evening school instructors at the county vocational-technical school; to all special education, reading, and math teachers at the sending schools; to the occupational resource center in Edison, New Jersey; and to the vocational-technical curriculum laboratory at Rutgers University.

000396

Alternate School Work-Study Program.

Project Director: Hila, Michaelina
Organization: Long Branch City Board Of Education, 6 West End Court, P.O. Box 1, Long Branch, NJ 07740
Telephone: (201) 229-8003
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 829
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Work Study Program, *Career Education, *Emotional Disturbances, *Nontraditional Education, *Social Adjustment, Career Development
Identifiers: State, Proposal

Project staff will increase the effectiveness of the existing alternate school program through implementation of a work-study program which will permit socially maladjusted or emotionally disturbed students to set positive goals for themselves. Students in the project will identify at least one occupational cluster of interest, identify at least five occupations within the cluster, identify a minimum of five good work habits, explain and define each step in the process of making a decision, write a letter of application for a job, write a resume, fill out a job application, fill out a W-4 form, define and follow the procedure for getting working papers, initiate and complete the job interview process, and obtain a job and meet all requirements necessary for that job. Participating students will sign a contract and, in addition to attending a related class daily, will work four hours a day either within the school district or at entry-level positions at Monmouth Medical Center. A resource room will be set up at the alternate school to provide students with career information.

000398

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.

Project Director: Moore, Elizabeth V.
Organization: Middlesex County Vocational-Technical Schools, 112 Rues Lane, Box 220, East Brunswick, NJ 00816
Telephone: (201) 257-3300
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 832
Funding Period: Start Date 01 Aug 79; End Date 24 Jun 80
Fiscal Year Funding: $4,475
Descriptors: *Gerontology, *Nurses Aides, *Certification, *Retraining, *Competency Based Education, *Allied Health Personnel, Nursing Homes
Identifiers: State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently.

000397

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.

Project Director: Moore, Elizabeth V.
Organization: Middlesex County Vocational-Technical Schools, 112 Rues Lane, Box 220, East Brunswick, NJ 00816
Telephone: (201) 257-3300
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 832
Funding Period: Start Date 01 Aug 79; End Date 24 Jun 80
Fiscal Year Funding: $4,475
Descriptors: *Gerontology, *Nurses Aides, *Certification, *Retraining, *Competency Based Education, *Allied Health Personnel, Nursing Homes
Identifiers: State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently.

000399

CIE—The Bridge to Jobs.

Project Director: Walton, Lawrence A.
Organization: Wall Township Public Schools, P O Box 1199, Wall, NJ 07719
Telephone: (201) 681-4300
Contract/Control No.: 80 132 SEMG 848
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $33,000
Descriptors: *Education Work Relationship, *Cooperative Education, *Films, *Public Relations, Documentaries
Identifiers: State, Proposal

A twenty-minute, 16mm color film showing what cooperative education is doing to bridge the gap from school to job will be produced by a professional motion picture studio. The film, which will show students at work stations, will demonstrate in a positive way the qualities and attributes needed for success on a job. It will be part of a strategy to convince employers of the value of the program in terms of tax credits and the capability of cooperative education to provide them with beginning workers at minimum salaries. Evaluation will be based partially on placement figures for the scool year in which the film is used as compared to placement figures for the previous school year.

000400

Project Advance.

Project Director: Foley, William J.
Organization: South Plainfield Board of Education, New Brunswick and Foster Avenues, South Plainfield, NJ 07080
Telephone: (201) 754-4620
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 859
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,590
Descriptors: *Adult Vocational Education, *Basic Skills, *Job Placement, *Career Counseling, *Student Evaluation, Career Education
Identifiers: State, Proposal

A comprehensive career counseling and referral system will be integrated into the adult high school. Assessment packages in which skills used on the job can be translated into both high school credit and a meaningful skills profile to the employer will be developed; individual education plans based on career goals will be written; and a basic skills performance profile to document reading, writing, and mathematical skills in terms of meaningful work contexts will be developed. During the implementation phase, adult counselors will develop education plans, qualified technicians will assess skill mastery, and students will be equipped with a job placement folder and referred to employers.

NEW YORK

Research (Sec. 131)

000313

Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.

Project Director: Cooper, Lorin

Organization: New York State Education Department, Bureau of Occupational Education Research. Albany, NY 12234

Telephone: (518) 474-6386

Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: BOER 80-1-PS

Funding Period: Start Date 01 Jun 79; End Date 30 Sep 80

Fiscal Year Funding: $35,000

Descriptors: *School Holding Power, *Predictor Variables, *Attrition Research Studies, Two Year Colleges, Postsecondary Education, Data Bases

Identifiers: State, Proposal

Statewide, sectionwide, and institutional data will be collected and analyzed for use in occupational planning, evaluation, and policy development. Factors affecting student continuance in or completion of postsecondary occupational education programs will be identified and assessed and a relevant information base provided on attrition and retention for the effective allocation of vocational education funds. About 1,800 copies of the study will be sent to admissions counselors, deans, and department heads at two-year postsecondary institutions; secondary school guidance counselors; and selected higher education personnel at the state education department.

NORTH CAROLINA

Research (Sec. 131)

000384

Project Probe—Phase 3.

Project Director: Dickens, Kenneth D.

Organization: High Point Public Schools, P O Box 789, High Point, NC 27261

Telephone: (919) 885-5161

Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: NC-ORU-131-002

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $61,329

Descriptors: *Staff Development, *Regional Programs, *Community Resources, *Educational Administration, Program Development, Resource Materials, Human Resources, Technical Assistance, Administrator Education, Information Dissemination

Identifiers: State, Proposal

Descriptive Note: This project also received $37,004 in state and local funds for FY 1980

In phase 3, the staff development model, Preparing Regional Occupational Personnel to Better Education (PROBE), and its components will be completed and documented; the package of supporting components, documents, and instruments will be published and distributed to potential users. During fiscal year 1980, Region 5 and two additional educational regions will receive training and technical assistance in establishing their own regional staff development programs for vocational education. Each region will select for implementation those components of PROBE that meet its immediate needs and will establish a framework and the coordination leadership to identify supporting regional resources, assess staff development needs, plan appropriate activities, and use regional resources. The impact of the regional staff development program on vocational programs will be evaluated and the concept promoted statewide. A final report including evaluation reports will be written.

000385

Model to Increase Sex Equity.

Project Director: Dillon, Linda S.; Foell, Nelson A.

Organization: North Carolina state University, Department of Occupational Educatio, Raleigh, NC 27650

Telephone: (919) 737-2234

Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: 030680-79, 80-NCSUOE-D

Funding Period: Start Date 01 Mar 80; End Date 01 Mar 82

Fiscal Year Funding: $8,865

Descriptors: *Nontraditional Education, *Nontraditional Occupations, *Sex Fairness, *Enrollment, *Audiovisual Instruction, Community Colleges, Sex Bias, Sex Stereotypes, Conferences, Models, Vocational Educational Education Teachers, Leadership Training

Identifiers: State, Proposal

A model to increase enrollment in nontraditional occupational education programs in North Carolina community colleges will be developed, and direction in developing leadership programs to reduce the effects of sex bias and sex-role stereotyping among educators will be offered. Three conferences will be held, data will be collected and analyzed, and the model and support materials will be developed. The development of the model will be based on the problems which the participants face in reducing sex bias and sex sterotyping in their daily work roles so it will reflect a solution to individual community needs. Sixty sets of media materials will be produced for use with educators and the community. A final report will be disseminated.

000386

Model for Determination of Student Attrition Causes and Trends.

Project Director: Keim, David; Stevenson, Alice F.

Organization: Nash Technical Institute, Route 5, Box 255, Rocky Mount, NC 27801

Telephone: (919) 443-4011

Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: 030680-81. 81

Funding Period: Start Date 01 Mar 80; End Date 01 Jan 82

Fiscal Year Funding: $19,565

Descriptors: *Student Attrition, *Dropouts, *School Surveys, Community Colleges

Identifiers: State, Proposal

A model to continue to identify and analyze attrition factors relating to students in the North Carolina Community College System will be developed. The concept of attrition will be defined; dropout students will be clearly distinguished from other nonreturning students. A data collection instrument will be developed and validated; and in institutional survey to be administered to current students to determine administration, staff, and faculty procedural problems which may be related to attrition will be developed. The data from both surveys will be analyzed to determine broad and specific factors in attrition. A manual for installing and using the model will be provided to allow local institutions to conduct their own studies. The model will provide information necessary for institutional and systemwide planning.

000387

Develoment of a Career Planning Center Model.

Project Director: Kidd, Frank E.

Organization: Wilson County Technical Institute, Career Development Laboratory, P. O. Box 4305, Wilson, NC 27893

Telephone: (919) 291-1195

Sponsoring Agency: North Carolina State Board of Education,

Raleigh
Contract/Control No.: 030680-79, 80-Wilson
Funding Period: Start Date 01 Mar 80; End Date 01 Sep 81
Fiscal Year Funding: $11,464
Descriptors: *Program Guides, *Career Planning, *Guidance Centers, *Program Development, Community Colleges, Teacher Workshops
Identifiers: State, Proposal

The services that should be provided by a comprehensive student career planning process in community colleges will be identified; the ability of the career development labortory to meet the needs of past and present clients will be determined statistically; and a handbook for organizing and operating a career planning center to include personnel, tests, equipment, and occupational information systems will be developed. Available literature will be reviewed, and past and present clients will be surveyed. Five fifteen-minute slide/tape programs describing the operation of a career planning center will be developed. Three one-day workshops will be held for representatives of about twenty insitiutions each as an in-depth orientation program to the operations of a career planning center. A final report will be delivered.

OKLAHOMA

Research (Sec. 131)

000314

Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'.
Project Director: Stacy, Roger
Organization: Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning, and Evaluation. 1515 West 6th Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801311009
Funding Period: Start Date 15 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $1,000
Descriptors: *Industrial Arts Teachers, *Teacher Attitudes, *State Surveys, *Inservice Teacher Education, Industrial Arts, Instructional Innovation
Identifiers: State, Proposal

To assist in determining the need for revising curriculum materials and structuring preservice and in-service training, an opionnaire based on the contents of 'A Guide for Industrial Arts Education in Oklahoma' will be mailed to all full-time industrial arts teachers and teacher educators to determine their beliefs and perceptions. Experiences that the teachers believe they need to adapt to the contemporary concepts in the guide and their knowledge of those concepts will be identified. Recommendations for in-service training to correct deficiencies will be made. A final report will be written.

OREGON

Research (Sec. 131)

000404

Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation).
Project Director: Jacobs, Jim
Organization: Marion Education Service District, 3180 Center Street, NE, Salem, OR 97301
Sponsoring Agency: Oregon State Board of Education, Salem
Contract/Control No.: 24-000-238
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $10,086
Descriptors: *Educational Innovation, *Disadvantaged Youth, *Disabilities, *Information Dissemination, *Teaching Methods, Faculty Handbooks, Grants, Postsecondary Education, Vocational Education Teachers
Identifiers: State, Proposal
Descriptive Note: This project also received $10,086 under section 132 for FY 1980

Using a predetermined set of criteria, promising vocational education practices benefitting the disadvantaged and handicapped will be identified with emphasis on postsecondary practices. Results will be disseminated and a special project and grant management handbook developed.

PENNSYLVANIA

Research (Sec. 131)

000405

Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
Project Director: Kuchta, Penny
Organization: Pennsylvania State University, 212 Rackley Building, University Park, PA 16802
Telephone: (814) 865-5441
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9801
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,354 (Charged to FY 1979)
Descriptors: *Sex Role, *Self Concept, *Preschool Children, *Parent Attitudes, *Parenthood Education, Comparative Analysis

Identifiers: State, Proposal

The effects of parental sex-role attitudes on the concept and sex-role identity of preschool children will be determined to assist educators and parents in decision making and provide information for parenthood curricula.. Sixty pairs of parents, thirty holding emerging sex-role attitudes and thirty holding traditional sex-role attitudes, will be selected in terms of their responses to a sex-role attitude measure. After identifying the two groups of parents, their preschool children's self-concept and sex-role identity will be assessed by a self-report and a projective technique respectively. Statistical analyses will be used to compare the sex, self-concept, and sex-role identity of the two groups of children. A final report will be delivered.

000407

Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.
Project Director: St. Pierre, Tena
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9803
Funding Period: Start Date 01 Jul 79; End Date 30 Nov 79
Fiscal Year Funding: $1,327 (Charged to FY 1979)
Descriptors: *Pregnant Students, *Vocational Education Teachers, *Teacher Attitudes, Sex Discrimination, Social Discrimination, Surveys
Identifiers: State, Proposal

Results from this study will provide an understanding of the relationship of vocational educator's knowledge, open-mindedness, and attitudes about childbearing adolescents and adolescent expectant fathers. Specifically, project staff will (1) examine the relationship between vocational educators' knowledge of adolescent childbearing and their attitudes toward pregnant adolescents and adolescent expectant fathers, (2) examine the relationship of vocational educators' degree of open-mindedness to their attitudes toward pregnant adolescents and adolescent expectant fathers, and (3) differentiate between vocational educators' attitudes toward pregnant adolescents and their attitudes toward adolescent expectant fathers. All members of the Pennsylvania Vocational Association will be mailed a packet of instruments including a cover letter, a personal data form, a knowledge inventory, an attitude scale, the Rokeach Dogmatism Scale, and a reply envelope. Statistical analyses will be done to determine the relationships of the variables. A final report will be delivered.

000406

Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania.

Project Director: Attarian, A. Ronald
Organization: Pennsylvania State University, Department of Agricultural Education, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9805
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,845 (Charged to FY 1979)
Descriptors: *Horticulture, *Agricultural Education, *Beginning Teachers, *Teacher Qualifications, *Vocational Education Teachers, *Teaching Skills
Identifiers: State, Proposal

A list of professional horticulture competencies needed by beginning vocational horticulture teachers will be generated, validated, and field tested to compare responses of beginning horticulture teachers, experienced horticulture teachers, craft committee members, administrators, and preservice agricultural education and horticulture students at Pennsylvania State University. A survey instrument for evaluating these competencies will be developed and field tested. A final report will be delivered.

000316

Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).

Project Director: Keyes, Erma D.
Organization: Millersville State College, Stayer Research and Learning Center, Millersville, PA 17551
Telephone: (717) 872-5411
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9804
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $182,999 (Charged to FY 1969)
Descriptors: *Information Dissemination, *Information Networks, *Research Utilization, *Information Services, *Resource Materials, *Program Effectiveness, Evaluation, Resource Centers, Instructional Materials
Identifiers: State, Proposal

The system to optimize dissemination services to individuals, agencies, and institutions involved with the design, development, delivery, and evaluation of instruction will be planned and updated. After documents for the information and resource collections on vocational education have been acquired, information and resources relevant to user needs on management, design, development, and improvement of vocational education research, programs, curriculum, and instruction will be disseminated through activities designed with the staff in the research coordinating unit, Bureau of Vocational Education, other agencies supporting state vocational education goals, and local programs. The system will then be evaluated for dissemination effectiveness and user satisfaction.

000408

Vocational Education Needs of Handicapped Youth Research Project.

Project Director: Toole, Patrick F.
Organization: Central Susquehanna Intermediate Unit 16, P.O. Box 213, Lewisburg, PA 17837
Telephone: (717) 524-4431
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9818
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $40,893 (Charged to FY 1979)
Descriptors: *Needs Assessment, *Program Evaluation, *Disabilities, *Exceptional Persons, *Educational Needs, *Special Education, Home Instruction, Economic Development, Program Planning
Identifiers: State, Proposal

Project staff will analyze the current state of vocational preparation programs offered to handicapped students through the vocational and technical schools, home schools, and community programs. Objectives will be to expand the information base on alternative programs through researching the literature; recommend program modifications and implementation procedures; improve coordination among vocational and technical schools, special education services, and community agencies; provide technical and planning assistance and monitoring and evaluation services to demonstration projects; disseminate information to the public and other schools; survey the economic development potential for vocational education; install supporting economic development education programs in one rural and one urban setting; and evaluate and revise these programs. A final report will be delivered.

000409

Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.

Project Director: Scottino, Joseph
Organization: Gannon University, Perry Square, Erie, PA 16541
Telephone: (814) 871-7348
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9819
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $4,260 (Charged to FY 1979)
Descriptors: *Technical Occupations, *Middle Management, *Certification, *Employment Opportunities, *Occupational Information, *Job Training, * *Labor Needs, Postsecondary Education
Identifiers: State, Proposal

Technical jobs for which there are no training programs, which are difficult to fill with competent trained people, for which there is a shortage of qualified applicants, and which are difficult to fill with persons who would meet affirmative action quotas will be identified. Job descriptions that can be used as a foundation for designing certificate programs to serve businesses and industries in all sections of the state will be developed. A combination of personal interviews, telephone survey, and mail questionnaire to businesses and industries will be used to identify middle management job categories for which there is a training and employment need. A final report will be delivered.

000410

Characteristics of Unemployed Youth.

Project Director: Passmore, David Lynn
Organization: Pennsylvania State University, Division of Occupational and Vocational Studies. University Park, PA 16802
Telephone: (814) 865-8361
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9820
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $4,941 (Charged to FY 1979)
Descriptors: *Unemployment, *Disadvantaged Youth, *Profiles, *Federal Programs, Employment Problems, Educational Planning
Identifiers: State, Proposal

A comprehensive review of the characteristics of unemployed youth will be provided. The characteristics will be classified according to demographic, educational, and social variables and a descriptive profile will be constructed. Implications from the analysis will be derived for planning federally reimbursed vocational education programs for populations with the most severe unemployment problems. Existing data will be used for the analysis. A final report will be delivered.

000317

Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).

Project Director: Welch, Frederick G.
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (804) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9813
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,976 (Charged to FY 1979)
Descriptors: *Program Evaluation, *Dropout Rate, *Student Attitudes, *Employer Attitudes, *Cooperative Education, *Youth Employment
Identifiers: State, Proposal

The second year of the countywide coordinated cooperative education programs funded by the research coordinating unit in Clearfield, Fulton, and Schuylkill counties will be evaluated specifically in terms of the effect of coordinated efforts on youth unemployment and school dropout rates. Students' attitudes will be sampled concerning placement, on-the-job supervision, theory class, and extracurricular activities. Employers' reactions will be sampled concerning program effectiveness in limiting duplication and encouraging greater participation by employers. At least three meetings will be held with each of the funded programs, during which a process will be established to evaluate individual programs and to solicit information and cooperation from the project participants. A final report will be delivered.

000411

Providing Support Services to Vocational Education Task Articulation Sites.

Project Director: Adamsky, Richard
Organization: Temple University, Room 455, Ritter Hall Addition, Philadelphia, Pa 19122
Telephone: (215) 787-6012
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,410 (Charged to FY 1979)
Descriptors: *Ancillary School Services, *Articulation Education, *Individualized Instruction, *Program Development, *Interschool Communication, *Competency Based Education, Curriculum Development, Administrator Attitudes
Identifiers: Open Entry Open Exit, State, Proposal

A base for individualized instruction and performance-based education will be established by developing a team effort mentality through group and individual meetings as well as materials review and feedback. By the end of the project, articulation sites staff will have made progress toward establishing a fully articulated curriculum and open communication channels among themselves and with the project consultant; articulation site leaders will have developed more positive feelings toward establishing open entry-open exit curricula.

000315

Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.

Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc, McKnight and Pine Creeks Roads, P.O. Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9810
Funding Period: Start Date 01 Sep 79; End Date 31 Dec 79
Fiscal Year Funding: $3,780 (Charged to FY 1979)
Descriptors: *Workshops, *Federal Legislation, *Administrators, *Accessibility For Disabled, *Educational Facilities Planning, *Management Development, Area Vocational Schools, Guidelines, Exceptional Person, Coordination, Agency Cooperation
Identifiers: State, Proposal

The Associated Educational Consultants, Inc. will participate in three regional workshops to be held at AVTSs selected by the research coordinating unit. The evaluation reports on building accessibility, conducted in 1978, will be reviewed, and three AVTSs will be recommended for workshop sites. Planning sessions for the workshop will be held and liaison with appropriate state officers and members of the federal office of civil rights will be established. With these representatives, directions for the completion of transition plans and then a model for the plans will be developed. The workshop will train local administrators in planning effective transitions for accomodating handicapped students in vocational programs to meet the federal guidelines for accessibility of facilities. A final report will be made to the research coordinating unit.

000412

Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation).

Project Director: Whitworth, Larry L.
Organization: Allegheny County Community College, 1130 Perry Highway, Pittsburgh, PA 15237
Telephone: (412) 366-7000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9807
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,980 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Articulation Education, *Welding, *Job Skills, Heating, Air Conditioning, Community Colleges, Criterion Referenced Tests, Task Analysis, Educational Strategies, Inservice Teacher Education, Postsecondary Education, Job Analysis, Curriculum Evaluation
Identifiers: State, Proposal

To produce competency-based welding instruction and continue task articulation, the welding program at College Center North will be articulated with the metal fabrication program at Parkway West. Performance objectives, criterion-referenced measures, and performance guides from the Vocational-Technical Education Consortium of States catalog will be coordinated with tasks and duties required in area industry as identified through task analyses. Additional required objectives, measures, and guides based upon specialized industrial needs will be developed. Inappropriate competencies in the Parkway West metal fabrication program or those in need of revision will be determined. The welding task-level articulation committee will sort the tasks and duties, determine a level of hierarchy for the competencies identified, and order them accordingly. Further task level articulation at the respective schools will occur among the heating and air conditioning programs. Audiovisual and resource materials for use in the articulated programs will be reviewed, purchased, and constructed; training in methods of implementing articulated competency-based curricula will be provided for College Center North and Parkway West faculty members. A final report will be delivered.

000312

Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).

Project Director: Glass, Ronald J.
Organization: Lehigh County Community College, 2370 Main Street, Schnecksville, PA 18078
Telephone: (215) 799-1141
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9804
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,720 (Charged to FY 1979)
Descriptors: *Articulation Education, *Electronics, *Task Analysis, *Electronic Technicians, *Institutional Cooperation, Advanced Placement, Postsecondary education, Junior Colleges, Area Vocational Schools, Secondary Education, Competency Based Education
Identifiers: State, Proposal

The articulation process in electronics technology between the

Lehigh County Area Vocational Technical School and Lehigh County Community College will be refined through compilation and validation of a comprehensive task list by advisory committees using a mail-in survey; performance objectives for each task, learning objectives, and evaluation techniques will also be developed. Applicants for admission who have an electronics backround will be given the opportunity to apply for advanced placement in the open entry-open exit program. Project personnel will use the articulation in mechanical technology, civil technology, data processing, retail management, indoor environmental technology, automotive technology, allied health fields, and secretarial science at Lehigh County Community College.

000413

Articulation between Secondary and Postsecondary Vocational Programs (Continuation).

Project Director: Marciniak, Theresa

Organization: Reading Area Community College, Box 1706, Reading, PA 19603

Telephone: (215) 372-4721

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9808

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $24,999 (Charged to FY 1979)

Descriptors: *Articulation Education, *Secretaries, *Evaluation Criteria, *Competency Based Education, Educational Strategies, Learning Activities, Postsecondary Education, Community Colleges, Secondary Education, Task Analysis

Identifiers: State, Proposal

A model competency-based program in executive, legal, and medical secretarial science which can be replicated in other colleges will be provided. Performance standards, evaluation criteria, performance guides and resource needs for each task, and learning activities will be identified, developed, or designed by researching competency-based criteria and Vocational Technical Education Consortium of States materials, which will be compiled and rewritten for secretarial employment. A strategy for initiating the program will be delineated, and articulation agreements will be developed. Additional competency-based materials and testing instruments will be developed as needed for the secretarial specialty courses.

Curriculum Development (Sec. 133)

000414

Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).

Project Director: Pilker, Henry F.

Organization: City of Erie State Department, 1511 Peach Street, Erie, PA 16501

Telephone: (814) 871-6371

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 93-0002

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $23,980

Descriptors: *Individualized Programs, *Student Placement, *Handicapped Students, * *Mainstreaming, *Mental Retardation, *Special Education, Special Services, Disabilities, Skill Development

Identifiers: State, Proposal

A screening committee, composed of vocational and special education personnel, will select ten trainable mentally retarded (TMR) students who have demonstrated some type of vocational potential and assign them to a modified vocational homeroom in the technical high school. The homeroom teacher, certified in special education, the student's parents, and the vocational-special education support team will formulate IEPs based on parental, professional, and student attitudes toward the areas of vocational education that could best benefit the student. TMR students will be placed in various vocational shops for a specific period of time to determine their vocational potential and to teach them everyday self-help skills. The process will allow staff to compile data on each youngster's experiences which will lead to a recommendation on the student's placement in vocational settings and also allow TMR students, other students, and regular class teachers to become acquainted with each other. A final report will be delivered.

000415

Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.

Project Director: Dye, Charles F.

Organization: York College of Pennsylvania, Country Club Road, York, PA 17405

Telephone: (717) 846-7788

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9803

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $3,688 (Charged to FY 1979)

Descriptors: *Learning Modules, *Competency Based Teacher Education, *Business Education, *Mathematics Education, Curriculum Development, Individualized Instruction, Business Skills, Banking, Higher Education

Identifiers: State, Proposal

To better equip the business education major to teach business mathematics in the secondary and postsecondary classroom, competency-based modules will be developed. Competencies for individualized instruction in three skill areas (simple interest, bank discounts, and bank reconciliations) will be established prior to construction of the modules. A final report will be delivered.

000318

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).

Project Director: Gorth, William P.

Organization: National Evaluation Systems, Inc, 30 Gatehouse Road, Amherst, MA 01002

Telephone: (413) 256-0444

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9821

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $25,898 (Charged to FY 1979)

Descriptors: *Learning Modules, *Anatomy, *Physiology, *Competency Based Education, *Allied Health Occupations Education, Needs Assessment, Practical Nurses, Nurses Aides, Medical Assistants, Dental Assistants, Emergency Squad Personnel, Postsecondary Education

Identifiers: State, Proposal

Competency-based instructional modules in anatomy and physiology for use in vocational education instructional programs for practical nurses, nursing assistants, medical assistants, dental assistants, and emergency medical technicians will be developed. A needs analysis of the five health occupations will be conducted and a list of instructional objectives for each module will be developed. The modules, each based on a specified instructional objective, will be validated and field tested. A final report will be written.

Project Titles by State

Alaska	Career and Vocational Education Program Articulation—Electronics and Energy.	000323
Arkansas	Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas.	000324
	Coordinated Career Education Curriculum Project.	000348
	Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level.	000346
	Vocational Education In-service Training for Areas Impacted by New Lignite Industry.	000347
California	Career Activities for Relevant Education (CARE).	000350
	Development of Attitudinal Components for the California Business Education Program Guide.	000355
	Electricity/Electronics Curriculum Guide—Phase 3.	000354
	Health Careers Curriculum Module Development.	000353
	In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.	000352
	Learning Activity Packages.	000325
	New Curriculum for Business Education.	000326
	Process Design: Program Development Based on New and Emerging Occupations.	000319
	Strategies for Strengthening Rural Vocational Programs.	000349
	Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.	000351
Colorado	Area Vocational School Delivery System.	000329
	Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education.	000327
	Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs.	000328
Connecticut	Hispanic Vocational Exploration Project.	000356
Florida	Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.	000363
	Computerized Management System for Competency-Based Curriculum.	000357
	Context Evaluation and Status Study of Vocational Education in Florida.	000358
	Designers' Showcase House Student Project.	000365
	Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.	000320
	Health Education Consortium.	000359
	Reduction of Sex Stereotyping in Vocational Education Programs.	000364
	Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.	000360
	Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.	000366

	Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.	000362
	Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.	000361
Georgia	Comprehensive Achievement Monitoring.	000368
	Project to Develop and Field Test a Student Assessment System.	000330
	Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.	000367
Idaho	Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.	000369
Illinois	Competency-Based Curriculum Guides for Horticulture.	000373
	Curriculum Guide: Business Education into the Eighties (Continuation).	000331
	Development and Validation of a Teacher Education Program for Agriculture (Continuation).	000371
	Development of Career Cluster Materials (Continuation).	000334
	Fair and Innovative Recruitment (FAIR).	000332
	Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).	000333
	Solar Energy Installers Curriculum Guides.	000372
	State Guide for Industrial Education, K-Adult.	000370
Indiana	Annual Plan Development for Area Vocational School District 46.	000374
	Develop and Field Test Domain-Referenced Tests in Auto Mechanics.	000339
	Develop and Field Test Domain-Referenced Tests in Auto Mechanics.	000338
	Develop and Implement a Performance-Based Program in Auto Mechanics.	000337
	Development and Implementation of Domain-Referenced Testing in Vocational Welding.	000342
	Development and Implementation of Plans for Program Improvement.	000375
	Development of Performance-Based Materials in Floriculture.	000340
	Development of Performance-Based Vocational Education Materials in Printing.	000335
	Indiana curriculum Materials Center, FY 1979-80.	000336
	Plan Development for Perry County Area Vocational Education Program.	000403
	Vincennes University Printing Articulation through Testing.	000341
	Vocational Curriculum Development and Implementation Workshop—Phase I.	000322
	Vocational Education Information Services.	000321
Kentucky	Coordination of Career Exploration Experiences in Hopkins County (Continuation).	000309
	How to. . Strategies for Sex Equity.	000310
	Instructional Unit on Farm Records and Analysis Systems.	000311
	Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.	000343
	Model for Evaluating Specialized Programs in Marketing and Distributive Education.	000308
	Research: Program Review Response Capability.	000345
	Review, Revision, and Field Test of Mining Careers and Safety Course of Study.	000344

	Word Processing Center.	000307
Missouri	Competency-Based Curriculum Units for Adult Consumer Home Economics.	000376
	Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.	000304
	Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.	000305
	Missouri Vital Information for Education and Work (VIEW).	000378
	Resource Directory for Special Needs Students.	000306
	Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.	000377
Montana	Consumer Homemaking Curriculum Revision.	000383
	Distributive Education Audiovisual Materials Laboratory.	000381
	Industrial Occupational Information for Secondary School Students.	000380
	Project Prime (Continuation).	000379
	Review and Revision of the Montana Business Education Curriculum Guidelines.	000382
Nebraska	Nebraska Vocational Curriculum Resource Center (Continuation).	000303
Nevada	Home Economics Related Occupations Instructional Modules.	000401
	Special Needs of Handicapped High School Students.	000402
New Hampshire	Establishment and Maintenance of a State Vocational Learning Resource Center.	000389
	New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.	000388
New Jersey	Alternate School Work-Study Program.	000396
	CIE—The Bridge to Jobs.	000399
	Development of Student Achievement Measures for Vocational Education.	000390
	Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.	000397
	Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.	000398
	Improving Basic Skills Through Vocational Education.	000393
	Project Advance.	000400
	Project for the Completion of Special Summer Projects.	000392
	Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.	000394
	Vocational Assessment of the Chronic Mentally Ill Student.	000391
	Vocational Instruction and Basic Educational Skills (VIBES).	000395
New York	Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.	000313
North Carolina	Develoment of a Career Planning Center Model.	000387
	Model for Determination of Student Attrition Causes and Trends.	000386
	Model to Increase Sex Equity.	000385
	Project Probe—Phase 3.	000384

Oklahoma	Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'.	000314
Oregon	Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation).	000404
Pennsylvania	Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).	000414
	Articulation between Secondary and Postsecondary Vocational Programs (Continuation).	000413
	Characteristics of Unemployed Youth.	000410
	Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.	000415
	Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).	000318
	Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.	000405
	Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).	000317
	Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.	000409
	Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania.	000406
	Providing Support Services to Vocational Education Task Articulation Sites.	000411
	Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.	000407
	Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).	000312
	Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation).	000412
	Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).	000316
	Vocational Education Needs of Handicapped Youth Research Project.	000408
	Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.	000315

Subject Index

This index lists the titles of projects under the major subject terms that have been assigned to indicate project content. The subject terms are taken from the *Thesaurus of ERIC Descriptors* and are listed in alphabetical order. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

Subject Term

Solar Radiation

Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Title

80-0000

Accession Number

Accessibility For Disabled

Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.
000315

Achievement Tests

Development of Student Achievement Measures for Vocational Education.
000390

Administration Guides

Process Design: Program Development Based on New and Emerging Occupations.
000319

Administrative Personnel

Area Vocational School Delivery System.
000329

Administrators

Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.
000315

Adult Education

Competency-Based Curriculum Units for Adult Consumer Home Economics.
000376

Adult Farmer Education

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
000304

Instructional Unit on Farm Records and Analysis Systems.
000311

Adult Vocational Education

Project Advance.
000400

Adults

Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas.
000324

Advanced Placement Programs

Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
000394

Advisory Committees

Health Careers Curriculum Module Development.
000353

In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.
000352

Affective Behavior

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.
000377

Agricultural Chemical Occupations

In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.
000352

Agricultural Education

Development and Validation of a Teacher Education Program for Agriculture (Continuation).
000371

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
000304

In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.
000352

Instructional Unit on Farm Records and Analysis Systems.
000311

Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania.
000406

Allied Health Occupations Education

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).
000318

Health Careers Curriculum Module Development.
000353

Health Education Consortium.
000359

Learning Activity Packages.
000325

Allied Health Personnel

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398

Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
000394

Anatomy

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).
000318

Ancillary School Services

Providing Support Services to Vocational Education Task Articulation Sites. 000411

Area Vocational Schools
Area Vocational School Delivery System. 000329

Articulation Education
Articulation between Secondary and Postsecondary Vocational Programs (Continuation). 000413
Career and Vocational Education Program Articulation—Electronics and Energy. 000323
Computerized Management System for Competency-Based Curriculum. 000357
Health Education Consortium. 000359
Providing Support Services to Vocational Education Task Articulation Sites. 000411
Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation). 000312
Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation). 000412
Vincennes University Printing Articulation through Testing. 000341

Associate Degrees
Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education. 000327

Attrition Research Studies
Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State. 000313

Audiovisual Aids
Development of Career Cluster Materials (Continuation). 000334

Audiovisual Centers
Distributive Education Audiovisual Materials Laboratory. 000381

Audiovisual Instruction
Distributive Education Audiovisual Materials Laboratory. 000381
Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities. 000305
Model to Increase Sex Equity. 000385

Auto Mechanics
Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000339
Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000338
Develop and Implement a Performance-Based Program in Auto Mechanics. 000337

Bachelors Degrees
Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel. 000394

Basic Skills
Home Economics Related Occupations Instructional Modules. 000401
Improving Basic Skills Through Vocational Education. 000393
Project Advance. 000400
Vocational Instruction and Basic Educational Skills (VIBES). 000395

Beginning Teachers
Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania. 000406

Behavioral Objectives
Comprehensive Achievement Monitoring. 000368
Consumer Homemaking Curriculum Revision. 000383
Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level. 000346
Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project. 000320
Industrial Occupational Information for Secondary School Students. 000380

Bilingual Education
Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs. 000366

Business Education
Curriculum Guide: Business Education into the Eighties (Continuation). 000331
Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level. 000346
Development of Competency-Based, Individualized Instruction Modules for Business Mathematics. 000415
New Curriculum for Business Education. 000326
Review and Revision of the Montana Business Education Curriculum Guidelines. 000382

Career Counseling
Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas. 000324
Project Advance. 000400
Project Prime (Continuation). 000379
Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia. 000367

Career Development
Resource Directory for Special Needs Students. 000306
Vocational Assessment of the Chronic Mentally Ill Student. 000391

Career Education
Alternate School Work-Study Program. 000396
Coordinated Career Education Curriculum Project. 000348
Development of Career Cluster Materials (Continuation). 000334
Missouri Vital Information for Education and Work (VIEW). 000378

Career Exploration
Coordination of Career Exploration Experiences in Hopkins County (Continuation). 000309
Hispanic Vocational Exploration Project. 000356

Career Guidance
Career Activities for Relevant Education (CARE). 000350
Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas. 000324
Special Needs of Handicapped High School Students. 000402

Career Planning
Develoment of a Career Planning Center Model. 000387

Certificates
Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education.

000327

Certification

Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397

Clerical Occupations

New Curriculum for Business Education.
000326

College High School Cooperation

Development of Performance-Based Materials in Floriculture.
000340

Development of Performance-Based Vocational Education Materials in Printing.
000335

Vincennes University Printing Articulation through Testing.
000341

Community Resources

Project Probe—Phase 3.
000384

Competency Based Education

Articulation between Secondary and Postsecondary Vocational Programs (Continuation).
000413

Career and Vocational Education Program Articulation—Electronics and Energy.
000323

Competency-Based Curriculum Guides for Horticulture.
000373

Competency-Based Curriculum Units for Adult Consumer Home Economics.
000376

Computerized Management System for Competency-Based Curriculum.
000357

Coordinated Career Education Curriculum Project.
000348

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.
000339

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.
000338

Develop and Implement a Performance-Based Program in Auto Mechanics.
000337

Development and Implementation of Domain-Referenced Testing in Vocational Welding.
000342

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
000304

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).
000318

Development of Performance-Based Materials in Floriculture.
000340

Development of Performance-Based Vocational Education Materials in Printing.
000335

Electricity/Electronics Curriculum Guide—Phase 3.
000354

Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.
000320

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398

Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.
000305

New Curriculum for Business Education.
000326

Providing Support Services to Vocational Education Task Articulation Sites.
000411

Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation).
000412

Vincennes University Printing Articulation through Testing.
000341

Competency Based Teacher Education

Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.
000415

Fair and Innovative Recruitment (FAIR).
000332

Computer Managed Instruction

Computerized Management System for Competency-Based Curriculum.
000357

Computer Oriented Programs

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
000304

Computer Programming

Comprehensive Achievement Monitoring.
000368

Consortia

Health Education Consortium.
000359

Consumer Education

Competency-Based Curriculum Units for Adult Consumer Home Economics.
000376

Consumer Homemaking Curriculum Revision.
000383

Cooperative Education

CIE—The Bridge to Jobs.
000399

Coordinated Career Education Curriculum Project.
000348

Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).
000317

Project for the Completion of Special Summer Projects.
000392

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.
000351

Cooperative Planning

Development and Implementation of Plans for Program Improvement.
000375

Criterion Referenced Tests

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.
000338

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.
000339

Develop and Implement a Performance-Based Program in Auto Mechanics.
000337

Development and Implementation of Domain-Referenced Testing in Vocational Welding.
000342

Development of Performance-Based Materials in Floriculture.
000340

Development of Student Achievement Measures for Vocational Education.
000390

Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.
000320

Vincennes University Printing Articulation through Testing.
000341

Cultural Differences

Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.
000366

Curriculum Evaluation
- Nebraska Vocational Curriculum Resource Center (Continuation). 000303

Curriculum Guides
- Competency-Based Curriculum Guides for Horticulture. 000373
- Curriculum Guide: Business Education into the Eighties (Continuation). 000331
- Electricity/Electronics Curriculum Guide—Phase 3. 000354
- Solar Energy Installers Curriculum Guides. 000372

Curriculum Planning
- Vocational Curriculum Development and Implementation Workshop—Phase 1. 000322

Data Bases
- Vocational Education Information Services. 000321

Delivery Systems
- Area Vocational School Delivery System. 000329
- Missouri Vital Information for Education and Work (VIEW). 000378

Demonstration Centers
- Word Processing Center. 000307

Dental Assistants
- Learning Activity Packages. 000325

Diagnostic Tests
- Vocational Assessment of the Chronic Mentally Ill Student. 000391

Disabilites
- Project Prime (Continuation). 000379

Disabilities
- Coordinated Career Education Curriculum Project. 000348
- Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation). 000404
- Vocational Assessment System and Cooperative Work Experience Model for Disabled Students. 000351
- Vocational Education Needs of Handicapped Youth Research Project. 000408
- Vocational Instruction and Basic Educational Skills (VIBES). 000395

Disadvantaged Youth
- Characteristics of Unemployed Youth. 000410
- Coordinated Career Education Curriculum Project. 000348
- Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation). 000404
- Project Prime (Continuation). 000379

Distibutive Education
- Model for Evaluating Specialized Programs in Marketing and Distributive Education. 000308

Distributive Education
- Distributive Education Audiovisual Materials Laboratory. 000381
- Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs. 000361

Dropout Identification
- Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs. 000328

Dropout Prevention
- Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs. 000328

Dropout Rate
- Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation). 000317

Dropouts
- Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas. 000324
- Model for Determination of Student Attrition Causes and Trends. 000386

Education Work Relationship
- CIE—The Bridge to Jobs. 000399

Educational Administration
- Project Probe—Phase 3. 000384

Educational Equipment
- Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs. 000361

Educational Evaluation
- Model for Evaluating Specialized Programs in Marketing and Distributive Education. 000308

Educational Facilities Planning
- Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504. 000315

Educational Innovation
- Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation). 000404
- Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation). 000333
- Vocational Education Information Services. 000321

Educational Needs
- Vocational Education Needs of Handicapped Youth Research Project. 000408

Educational Planning
- Annual Plan Development for Area Vocational School District 46. 000374
- Computerized Management System for Competency-Based Curriculum. 000357
- New Directions for Vocational Education in Colebrook and Other Rural or Small Centers. 000388
- Plan Development for Perry County Area Vocational Education Program. 000403
- State Guide for Industrial Education, K-Adult. 000370

Educational Policy
- Context Evaluation and Status Study of Vocational Education in Florida. 000358

Educational Principles
- Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs. 000366

Educational Resources
- Annual Plan Development for Area Vocational School District 46. 000374
- Establishment and Maintenance of a State Vocational Learning Resource Center. 000389
- Nebraska Vocational Curriculum Resource Center (Continuation). 000303
- Resource Directory for Special Needs Students. 000306

Educationally Disadvantaged
- Hispanic Vocational Exploration Project. 000356
- Vocational Instruction and Basic Educational Skills (VIBES). 000395

Electrical Occupations
Electricity/Electronics Curriculum Guide—Phase 3.
000354

Electronic Technicians
Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).
000312

Electronics
Career and Vocational Education Program Articulation—Electronics and Energy.
000323
Electricity/Electronics Curriculum Guide—Phase 3.
000354
Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).
000312

Emotional Disturbances
Alternate School Work-Study Program.
000396

Employer Attitudes
Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education.
000327
Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).
000317

Employment Opportunities
Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409
Project Prime (Continuation).
000379

Energy
Career and Vocational Education Program Articulation—Electronics and Energy.
000323
Solar Energy Installers Curriculum Guides.
000372

English Second Language
Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.
000343

Enrollment
Model to Increase Sex Equity.
000385

Enrollment Influences
Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.
000360

Entry Workers
New Curriculum for Business Education.
000326

Equal Education
Curriculum Guide: Business Education into the Eighties (Continuation).
000331
Fair and Innovative Recruitment (FAIR).
000332

Equipment Maintenance
Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.
000362

Equipment Standards
Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.
000362

Equipment Utilization
Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.
000361

Equivalency Tests
Project to Develop and Field Test a Student Assessment System.
000330
Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
000394

Evaluation Criteria
Articulation between Secondary and Postsecondary Vocational Programs (Continuation).
000413
Research: Program Review Response Capability.
000345

Evaluation Methods
Model for Evaluating Specialized Programs in Marketing and Distributive Education.
000308
Vocational Assessment of the Chronic Mentally Ill Student.
000391

Exceptional Persons
Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.
000305
Resource Directory for Special Needs Students.
000306
Vocational Education Needs of Handicapped Youth Research Project.
000408

Experiential Learning
Designers' Showcase House Student Project.
000365
Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
000394
Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.
000367

Farm Accounts
Instructional Unit on Farm Records and Analysis Systems.
000311

Federal Legislation
Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.
000315

Federal Programs
Characteristics of Unemployed Youth.
000410

Films
CIE—The Bridge to Jobs.
000399

Finance Occupations
New Curriculum for Business Education.
000326

Floriculture
Development of Performance-Based Materials in Floriculture.
000340

Functional Literacy
Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.
000360

Gerontology
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397

Grants
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
000333

Guidance Centers
Development of a Career Planning Center Model.
000387

Handicapped Students
Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).
000414

Health Materials
Learning Activity Packages.
000325

Health Occupations
Health Careers Curriculum Module

Development. 000353

High School Graduates
Development of Student Achievement Measures for Vocational Education. 000390

Home Economics
Consumer Homemaking Curriculum Revision. 000383

Homemaking Education
Competency-Based Curriculum Units for Adult Consumer Home Economics. 000376

Horticulture
Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania. 000406

Individualized Instruction
Career and Vocational Education Program Articulation—Electronics and Energy. 000323
Providing Support Services to Vocational Education Task Articulation Sites. 000411

Individualized Programs
Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation). 000414

Industrial Arts
Industrial Occupational Information for Secondary School Students. 000380

Industrial Arts Teachers
Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'. 000314

Industrial Education
State Guide for Industrial Education, K-Adult. 000370

Information Dissemination
Curriculum Guide: Business Education into the Eighties (Continuation). 000331
Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation). 000404
Indiana curriculum Materials Center, FY 1979-80. 000336
Nebraska Vocational Curriculum Resource Center (Continuation). 000303
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation). 000316
Vocational Education Information Services. 000321

Information Networks
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation). 000316

Information Services
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation). 000316

Informaton Dissemination
Missouri Vital Information for Education and Work (VIEW). 000378

Inservice Education
Career and Vocational Education Program Articulation—Electronics and Energy. 000323
Missouri Vital Information for Education and Work (VIEW). 000378

Inservice Education X
Career Activities for Relevant Education (CARE). 000350

Inservice Teacher Education
Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000339
Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000338
Develop and Implement a Performance-Based Program in Auto Mechanics. 000337
Instructional Unit on Farm Records and Analysis Systems. 000311
Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'. 000314
Word Processing Center. 000307

Institutional Cooperation
Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation). 000312

Instructional Innovation
Strategies for Strengthening Rural Vocational Programs. 000349

Instructional Materials
Career Activities for Relevant Education (CARE). 000350
Consumer Homemaking Curriculum Revision. 000383
Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level. 000346
Distributive Education Audiovisual Materials Laboratory. 000381
Establishment and Maintenance of a State Vocational Learning Resource Center. 000389
Instructional Unit on Farm Records and Analysis Systems. 000311
Learning Activity Packages. 000325
Missouri Vital Information for Education and Work (VIEW). 000378
Nebraska Vocational Curriculum Resource Center (Continuation). 000303
Resource Directory for Special Needs Students. 000306
Review and Revision of the Montana Business Education Curriculum Guidelines. 000382
Review, Revision, and Field Test of Mining Careers and Safety Course of Study. 000344
Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies. 000377

Instructional Materials Centers
Indiana curriculum Materials Center, FY 1979-80. 000336

Interior Design
Designers' Showcase House Student Project. 000365

Interschool Communication
Providing Support Services to Vocational Education Task Articulation Sites. 000411

Job Placement
Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas. 000324
Project Advance. 000400

Job Skills
Health Education Consortium. 000359
In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry. 000352
Solar Energy Installers Curriculum Guides. 000372
Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation). 000412

Job Training

Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409

Labor Needs
Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409

Learning Activities
Career Activities for Relevant Education (CARE).
000350

Learning Disabilities
Special Needs of Handicapped High School Students.
000402

Learning Laboratories
Special Needs of Handicapped High School Students.
000402

Learning Modules
Development of Attitudinal Components for the California Business Education Program Guide.
000355
Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.
000415
Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).
000318
Electricity/Electronics Curriculum Guide—Phase 3.
000354
Home Economics Related Occupations Instructional Modules.
000401
Learning Activity Packages.
000325

Learning Resource Centers
Establishment and Maintenance of a State Vocational Learning Resource Center.
000389

Library Acquisition
Vocational Education Information Services.
000321

Library Services
Vocational Education Information Services.
000321

Long Range Planning
Annual Plan Development for Area Vocational School District 46.
000374
Plan Development for Perry County Area Vocational Education Program.
000403

Low Achievement
Improving Basic Skills Through Vocational Education.
000393

Mainstreaming
Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).
000414

Management Development
Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.
000315

Marketing
Model for Evaluating Specialized Programs in Marketing and Distributive Education.
000308
Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.
000361

Mathematics Education
Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.
000415

Medical Laboratory Assistants
Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.
000394

Mental Retardation
Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).
000414
Special Needs of Handicapped High School Students.
000402

Microfilm
Missouri Vital Information for Education and Work (VIEW).
000378

Middle Management
Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409

Mild Mental Retardation
Special Needs of Handicapped High School Students.
000402

Money Management
Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
000304

Multimedia Instruction
Development of Attitudinal Components for the California Business Education Program Guide.
000355

Need Assessment
Strategies for Strengthening Rural Vocational Programs.
000349

Needs Assessment
Annual Plan Development for Area Vocational School District 46.
000374
Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.
000363
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
000333
Plan Development for Perry County Area Vocational Education Program.
000403
Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.
000369
Research: Program Review Response Capability.
000345
Vocational Education In-service Training for Areas Impacted by New Lignite Industry.
000347
Vocational Education Needs of Handicapped Youth Research Project.
000408

Newsletters
Vocational Education Information Services.
000321

Nontraditional Education
Alternate School Work-Study Program.
000396
How to. . Strategies for Sex Equity.
000310
Model to Increase Sex Equity.
000385

Nontraditional Occupations
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
000309
How to. . Strategies for Sex Equity.
000310
Model to Increase Sex Equity.
000385

Nurses Aides
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398

Nursing
Learning Activity Packages.

000325

Nursing Education
Health Education Consortium.
000359

Occupational Aspiration
Hispanic Vocational Exploration Project.
000356

Occupational Clusters
Development of Career Cluster Materials (Continuation).
000334

Occupational Home Economics
Home Economics Related Occupations Instructional Modules.
000401

Occupational Information
Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.
000409
Industrial Occupational Information for Secondary School Students.
000380
Resource Directory for Special Needs Students.
000306

Occupational Information X
Process Design: Program Development Based on New and Emerging Occupations.
000319

Occupational Surveys
Project for the Completion of Special Summer Projects.
000392

Office Occupations Education
Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level.
000346
Development of Attitudinal Components for the California Business Education Program Guide.
000355
Word Processing Center.
000307

Ornamental Horticulture
Competency-Based Curriculum Guides for Horticulture.
000373

Parent Attitudes
Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
000405

Parenthood Education
Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
000405

Physiology
Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).
000318

Postsecondary Education
Development and Implementation of Plans for Program Improvement.
000375

Practical Arts
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
000309

Predictor Variables
Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.
000313

Pregnant Students
Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.
000407

Preschool Children
Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
000405

Preservice Teacher Education
Word Processing Center.
000307

Pretests
Comprehensive Achievement Monitoring.
000368

Printing
Development of Performance-Based Vocational Education Materials in Printing.
000335
Vincennes University Printing Articulation through Testing.
000341

Profiles
Characteristics of Unemployed Youth.
000410

Program Descriptions
Context Evaluation and Status Study of Vocational Education in Florida.
000358

Program Development
Develoment of a Career Planning Center Model.
000387
Fair and Innovative Recruitment (FAIR).
000332
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
000333
New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.
000388
Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.
000369
Process Design: Program Development Based on New and Emerging Occupations.
000319
Project for the Completion of Special Summer Projects.
000392
Providing Support Services to Vocational Education Task Articulation Sites.
000411
Research: Program Review Response Capability.
000345
Vocational Education In-service Training for Areas Impacted by New Lignite Industry.
000347

Program Effectiveness
Computerized Management System for Competency-Based Curriculum.
000357
Reduction of Sex Stereotyping in Vocational Education Programs.
000364
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).
000316

Program Effectiveness Non English Speaking
Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.
000343

Program Evaluation
Area Vocational School Delivery System.
000329
Development and Validation of a Teacher Education Program for Agriculture (Continuation).
000371
Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).
000317
Health Careers Curriculum Module Development.
000353
Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.
000343
Vocational Education Needs of Handicapped Youth Research Project.
000408

Program Guides
Develoment of a Career Planning Center Model.
000387
Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.

000369
State Guide for Industrial Education, K-Adult.
000370

Program Planning
Process Design: Program Development Based on New and Emerging Occupations.
000319
Research: Program Review Response Capability.
000345

Public Relations
CIE—The Bridge to Jobs.
000399

Purchasing
Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.
000362

Regional Planning
Development and Implementation of Plans for Program Improvement.
000375

Regional Programs
Project Probe—Phase 3.
000384

Remedial Programs
Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.
000360
Vocational Instruction and Basic Educational Skills (VIBES).
000395

Research Reports
Context Evaluation and Status Study of Vocational Education in Florida.
000358

Research Utilization
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).
000316

Resource Centers
Nebraska Vocational Curriculum Resource Center (Continuation).
000303

Resource Materials
Establishment and Maintenance of a State Vocational Learning Resource Center.
000389
Indiana curriculum Materials Center, FY 1979-80.
000336
Resource Directory for Special Needs Students.
000306
Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).
000316

Retraining
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000398
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.
000397

Rural Education
Strategies for Strengthening Rural Vocational Programs.
000349

Rural Schools
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
000333
New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.
000388
Project Prime (Continuation).
000379

Safety Education
Review, Revision, and Field Test of Mining Careers and Safety Course of Study.
000344

Schizophrenia
Vocational Assessment of the Chronic Mentally Ill Student.
000391

School Business Relationship
Designers' Showcase House Student Project.
000365
In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.
000352
Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.
000367

School Community Relationship
Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas.
000324
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
000309
Designers' Showcase House Student Project.
000365
Health Careers Curriculum Module Development.
000353
New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.
000388

School Districts
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).
000333

School Holding Power
Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs.
000328
Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.
000313

School Safety
Project for the Completion of Special Summer Projects.
000392

School Surveys
Model for Determination of Student Attrition Causes and Trends.
000386

Secretaries
Articulation between Secondary and Postsecondary Vocational Programs (Continuation).
000413

Self Concept
Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
000405

Service Occupations
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
000309

Sex Bias
Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.
000363

Sex Fairness
Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.
000363
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
000309
How to. . Strategies for Sex Equity.
000310
Model to Increase Sex Equity.
000385

Sex Role
Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
000405

Sex Stereotypes
Reduction of Sex Stereotyping in Voca-

tional Education Programs.
000364

Skill Development

Improving Basic Skills Through Vocational Education.
000393

Social Adjustment

Alternate School Work-Study Program.
000396

Solar Radiation

Solar Energy Installers Curriculum Guides.
000372

Space Utilization

Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.
000362

Spanish Speaking

Hispanic Vocational Exploration Project.
000356

Special Education

Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).
000414

Career Activities for Relevant Education (CARE).
000350

Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.
000369

Special Needs of Handicapped High School Students.
000402

Vocational Education Needs of Handicapped Youth Research Project.
000408

Vocational Instruction and Basic Educational Skills (VIBES).
000395

Staff Development

Career Activities for Relevant Education (CARE).
000350

Project Probe—Phase 3.
000384

Standards

Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.
000366

State Standards

Development and Validation of a Teacher Education Program for Agriculture (Continuation).
000371

State Surveys

Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'.
000314

Student Attitudes

Development of Attitudinal Components for the California Business Education Program Guide.
000355

Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).
000317

Student Attrition

Model for Determination of Student Attrition Causes and Trends.
000386

Student Evaluation

Project Advance.
000400

Project Prime (Continuation).
000379

Project to Develop and Field Test a Student Assessment System.
000330

Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.
000360

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.
000351

Student Placement

Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).
000414

Student Placement X

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.
000351

Student Records

Project to Develop and Field Test a Student Assessment System.
000330

Student Recruitment

Fair and Innovative Recruitment (FAIR).
000332

Hispanic Vocational Exploration Project.
000356

How to. . Strategies for Sex Equity.
000310

Success

Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.
000343

Task Analysis

Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.
000320

Process Design: Program Development Based on New and Emerging Occupations.
000319

Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).
000312

Teacher Attitudes

Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'.
000314

Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.
000407

Teacher Certification

State Guide for Industrial Education, K-Adult.
000370

Teacher Characteristics

Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.
000366

Teacher Developed Materials

Consumer Homemaking Curriculum Revision.
000383

Teacher Education

Development and Validation of a Teacher Education Program for Agriculture (Continuation).
000371

Distributive Education Audiovisual Materials Laboratory.
000381

Teacher Education Workshops

Consumer Homemaking Curriculum Revision.
000383

Teacher Effectiveness

Development and Validation of a Teacher Education Program for Agriculture (Continuation).
000371

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.
000377

Teacher Qualifications

Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania.
000406

Teacher Workshops

Vocational Curriculum Development and Implementation Workshop—Phase 1.
000322

Teaching Guides

Development of Career Cluster Materials (Continuation).
000334

Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.

000305

Teaching Methods

Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation). 000404

Improving Basic Skills Through Vocational Education. 000393

Resource Directory for Special Needs Students. 000306

Strategies for Strengthening Rural Vocational Programs. 000349

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies. 000377

Teaching Skills

Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania. 000406

Technical Occupations

Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need. 000409

Review, Revision, and Field Test of Mining Careers and Safety Course of Study. 000344

Test Construction

Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000339

Develop and Field Test Domain-Referenced Tests in Auto Mechanics. 000338

Develop and Implement a Performance-Based Program in Auto Mechanics. 000337

Development and Implementation of Domain-Referenced Testing in Vocational Welding. 000342

Development of Performance-Based Materials in Floriculture. 000340

Development of Performance-Based Vocational Education Materials in Printing. 000335

Development of Student Achievement Measures for Vocational Education. 000390

Vincennes University Printing Articulation through Testing. 000341

Test Interpretation

Vocational Assessment of the Chronic Mentally Ill Student. 000391

Test Results

Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools. 000360

Trade And Industrial Education

Vocational Education In-service Training for Areas Impacted by New Lignite Industry. 000347

Transfer Policy

Project to Develop and Field Test a Student Assessment System. 000330

Unemployment

Characteristics of Unemployed Youth. 000410

Vocational Education Teachers

Development and Validation of a Teacher Education Program for Agriculture (Continuation). 000371

Instructional Unit on Farm Records and Analysis Systems. 000311

Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania. 000406

Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents. 000407

Vocational Rehabilitation

Vocational Assessment of the Chronic Mentally Ill Student. 000391

Vocational Schools

Development and Implementation of Plans for Program Improvement. 000375

Vocational Training Centers

New Directions for Vocational Education in Colebrook and Other Rural or Small Centers. 000388

Welders

Development and Implementation of Domain-Referenced Testing in Vocational Welding. 000342

Welding

Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities. 000305

Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation). 000412

Work Attitudes

Development of Attitudinal Components for the California Business Education Program Guide. 000355

Work Experience Programs

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students. 000351

Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia. 000367

Work Study Program

Alternate School Work-Study Program. 000396

Working Attitudes

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies. 000377

Workshops

Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504. 000315

Young Farmer Education

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri. 000304

Youth Employment

Evaluaton of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation). 000317

ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

Research Coordinating Units

ALABAMA

Douglas Patterson, Director
Research Coordinating Unit
858 State Office Building
Montgomery, AL 36130
(205) 832-3476

ALASKA

Verdell Jackson
Department of Education
Pouch F, Alaska Office Building
Juneau, AK 99811
(907) 465-2980

ARIZONA

Ken Gabbert
Research Coordinating Unit Director
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 255-5351

ARKANSAS

Jack D. Nichols, Director
Research Coordinating Unit
State Department of Education
Division of Vocational, Technical and Adult Education
West Education Building, Capitol Mall
Little Rock, AR 72201
(501) 371-1855

CALIFORNIA

Kenneth G. Densley, Educational Research and Evaluation Consultant
Vocational Education Support Services
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 323-3481

COLORADO

Bill Barnes, Supervisor
Research Coordinating Unit and State Plan
State Board for Community Colleges and Occupational Education
Centennial Building, Second Floor
1313 Sherman Street
Denver, CO 80203
(303) 839-3192

CONNECTICUT

Elizabeth M. Schmitt, Chief
Bureau of Vocational Program Planning and Development
Division of Vocational and Adult Education
P O Box 2219
Hartford, CT 06115
(203) 566-3430

DELAWARE

Rachael Schweitzer, Supervisor
Curriculum and Research
Department of Public Instruction
John G. Townsend Building
Dover, DE 19901
(302) 736-4681

DISTRICT OF COLUMBIA

Jeannie H. Carter, Research Specialist
District of Columbia Public Schools
Presidential Building
415-12th Street, NW
Washington, DC 20004
(202) 724-4246

FLORIDA

David McQuat, Director
Research and Development Section
State Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-3995

Margaret Ferqueron, Chief
Bureau of Research, Dissemination, and Evaluation
State Department of Education
Knott Building
Tallahassee, FL 32301

GEORGIA

John Lloyd, Director
Occupational Research Coordinating Unit
State Department of Education
333 State Office Building
Atlanta, GA 30334
(404) 656-2547

Robert K. Mabry
Research Coordinating Unit Coordinator
336 State Office Building
Atlanta, GA 30334

HAWAII

Sybil Kyi, Coordinator
Research and Development
Bachman Hall, Room 101
244 Dole Street
Honolulu, HI 96822
(808) 948-7461

IDAHO

Doug Hammer
Research Supervisor
State Board for Vocational Education
650 West State Street
Boise, ID 83720
(208) 334-2932

ILLINOIS

John Washburn, Manager
Research and Development Section
Illinois Department of Adult, Vocational, and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-0725

INDIANA

C. Edward Brown, State Coordinator
Supportive Services and Program Improvement
Board for Vocational and Technical Education
17 West Market Street, Room 401
Indianapolis, IN 46204
(317) 232-1823

IOWA

Jim Athen, Director
Career Education Division
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4700

KANSAS

Alice Williamson, Director
Research Coordinating Unit
State Department of Education
120 East Tenth Street
Topeka, KS 66612
(913) 296-3954

KENTUCKY

Lou Perry, Coordinator
State Department of Education
Capital Plaza Tower, 20th Floor
Frankfort, KY 40601
(502) 564-3096

LOUISIANA

Florent Hardy, Director
Research Coordinating Unit
State Department of Education
P O Box 44064
Baton Rouge, LA 70804
(504) 342-3525

MAINE

John Moran, Director
Research Coordinating Unit
Bureau of Vocational Education
State Department of Education
Augusta, ME 04333
(207) 289-2621

MARYLAND

Ken Sargent, Director
Research Coordinating Unit
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2566

MASSACHUSETTS

Patricia Mostue, Director
Research, Planning and Evaluation
State Department of Education
Division of Occupational Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5740

MICHIGAN

David Donovan, RCU-REAS Director
State Department of Education
P O Box 3008
Lansing, MI 48909
(517) 373-1830

MINNESOTA

George Copa, Director
Research and Development Center
University of Minnesota
145 Peik Hall
Minneapolis, MN 55455
(612) 373-3838

Bill Stock, Director
Research Coordinating Unit
State Department of Education
Division of Vocational and Technical Education
Capitol Square Building
St. Paul, MN 55101
(612) 296-2421

MISSISSIPPI

James F. Shill, Director
Research Coordinating Unit
Vocational and Technical Education
Drawer DX
Mississippi State University
Mississippi State, MS 39762
(601) 325-2510

MISSOURI

Delbert Lund, Director
Research Coordinating Unit
State Department of Education
P O Box 480
Jefferson City, MO 65102
(314) 751-2661

MONTANA

J. Dennis Sheehy, Consultant
Office of Public Instruction
Helena, MT 59601
(406) 449-2087

NEBRASKA

Elton B. Mendenhall, Director
Research Coordinating Unit for
Vocational Education
300 West, Nebraska Hall
University of Nebraska
Lincoln, NE 68588
(402) 472-3337

NEVADA

Robert S. Seckendorf, Director
Research Coordinating Unit
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154
(702) 739-3188

NEW HAMPSHIRE

Roger Crim
Research Coordinating Unit Director
State Department of Education
105 Loudon Road
Concord, NH 03301
(603) 271-3276

NEW JERSEY

Joseph F. Kelly, Director
Bureau of Occupational and Career
Research Development
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-5850

NEW MEXICO

Philip Felix, State Supervisor
State Department of Education
State Education Building
Santa Fe, NM 87503
(505) 827-3151

NEW YORK

Alan G. Robertson, Chief
Bureau of Occupational Education
Research
State Education Department
Room 468
Albany, NY 12234
(518) 474-6386

NORTH CAROLINA

Fred W. Manley, Director
Office of Research
State Department of Community
Colleges
State Education Building
Raleigh, NC 27611
(919) 733-7545

NORTH DAKOTA

Larry Barnhardt, Director
Research Coordinating Unit
State Board for Vocational Education
900 East Boulevard
Bismarck, ND 58505
(701) 224-3195

OHIO

R. D. Balthaser, Assistant Director
RSEEP
Division of Vocational Education
65 South Front Street, Room 904
Columbus, OH 43215
(614) 466-2095

OKLAHOMA

William D. Frazier, Director
Research Coordinating Unit
State Department of Vocational and
Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-2000, Ext. 280

OREGON

Eugene Vinarskai, Coordinator
Applied Research and Exemplary
Programs
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310
(503) 378-2717

PENNSYLVANIA

Carroll A. Curtis, Director
Research Coordinating Unit
State Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 787-4865

RHODE ISLAND

Frank Santoro, Deputy Assistant
Commissioner
State Department of Education
Roger Williams Building
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Gregory Morrison, Supervisor
Research Coordinating Unit
State Department of Education
1429 Senate Street, Room 916
Columbia, SC 29201
(803) 758-2358

SOUTH DAKOTA

Dave Bonde, Director
Division of Vocational and Technical
Education
Richard F. Kneip Building
Pierre, SD 57501
(605) 773-3423

TENNESSEE

Dee Wilder, Director
Research Coordinating Unit
Division of Vocational Education
State Department of Education
Cordell Hull Building, Room 200
Nashville, TN 37219
(615) 741-1822

TEXAS

Oscar Millican, Director
Research Coordinating Unit
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701
(512) 475-6205

UTAH

N. Craig Kennington, Coordinator
Program Support and Research
Coordinating Unit
State Board of Education
250 East Fifth South
Salt Lake City, UT 84111
(801) 533-5371

VERMONT

Barbara Gutheil, Director
Research Coordinating Unit
State Department of Education
State Office Building
Montpelier, VT 05602
(802) 828-3101

VIRGINIA

Mary E. Harding, Supervisor
Vocational Research Coordinating Unit
Virginia Department of Education
1312 East Grace Street, Box 6Q
Richmond, VA 23216
(804) 786-1205

WASHINGTON

Gene W. Bigger, Director
Research Coordinating Unit
Commission for Vocational Education
Airdustrial Park, Building 17
Mail Stop LS-10
Olympia, WA 98504
(206) 753-5672

WEST VIRGINIA

W. Roy Thomas, Director
Research Coordinating Unit
State Department of Education
Marshall University
Huntington, WV 25701
(304) 696-3180

WISCONSIN

Roland J. Krogstad (Postsecondary)
Research Consultant
Board of Vocational Technical, and Adult Education
4802 Sheboygan Avenue
Madison, WI 43702
(608) 266-3705

Paul Speight, Consultant (Secondary)
Special Projects
Department of Public Instruction
126 Langdon Street
Madison, WI 53702
(608) 266-3393

WYOMING

Michael Elliott, Director
Occupational Education
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-7411

AMERICAN SAMOA

Craig Clauser, Program Director
Vocational Education Division
Department of Education
American Samoa 96799
633-5237

COMMONWEALTH MARIANA ISLANDS

Herman Cabrera
Director of Vocational Education
Government of Northern Mariana Islands
P O Box 9
Saipan, CM 96950

GUAM

Josephina Ordonel
P O Box 23069
Guam Main Facility
Guam, Agana, 96921
734-2405

PUERTO RICO

Ileana Rivera de Agostini, Director
Research Coordinating Unit
Commonwealth Department of Education
Hato Rey, PR 00919
(809) 754-1045

TRUST TERRITORY OF THE PACIFIC ISLANDS

Loren Peterson, Coordinator
Vocational Education
Bureau of Education
Saipan, CM 96950
9319

VIRGIN ISLANDS

Asyll M. Warner, Research Coordinator
Vocational Education
Department of Education
P O Box 630, Charlotte Amalie
St. Thomas, VI 00801
(809) 774-3046

Vocational and Technical Education Periodicals

Adult Education Lifelong Learning: The Adult Years
Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20036

Aging and Work: A Journal of Age, Work and Retirement
National Council on Aging, Inc.
1828 L Street, NW
Washington, DC 20036

Agricultural Education
Agricultural Education Magazine, Inc.
806 Cambridge Road
Blacksburg, VA 24060

Business Education World
McGraw-Hill, Inc.
Princeton Road
Highstown, NH 08520

Canadian Training Methods
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario, M4S3M7 CANADA

Canadian Vocational Journal
251 Bank Street
Suite 608
Ottawa 4, Ontario, K2P 1X3 CANADA

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustavus Adolphus College
St. Peter, MN 56082

Educational Technology
Educational Technology Publishers, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Elements of Technology
Chesswood House Publishing Ltd.
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario M4S3M7 CANADA

Home Economics Research Journal
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Industrial Education
Macmillian Professional Magazines
262 Mason Street
Greenwich, CT 06830

Industrial and Labor Relations Review
Cornell University
Ithaca, NY 14853

Journal of Allied Health
American Society of Schools of Allied Health Professions
One Dupont Circle
Suite 300
Washington, DC 20036

Journal of the American Association of Teacher Educators in Agriculture
Agricultural Education Program
435 General Classroom Building
University of Missouri-Columbia
Columbia, MO 65201

Journal of Business Education
Heldref Publications
4000 Albemarle Street, NW
Suite 504
Washington, DC 20016

Journal of Home Economics
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Journal of Industrial Teacher Education
National Association of Industrial and Technical Educators
Ritter Annex 443
Thirteenth and Columbia
Temple University
Philadelphia, PA 19122

Journal of Vocational Education Research
American Vocational Education Research Association
Carol Kowle, Managing Editor
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Man/Society/Technology

American Industrial Arts Association
1201 Sixteenth Street, NW
Washington, DC 20036

School Shop
Prakken Publications, Inc.
416 Longshore Drive
Ann Arbor, MI 48107

Training
Lakewood Publications, Inc.
731 Hennepin Avenue
Minneapolis, MN 55403

Training and Development Journal
American Society for Training and Development
P O Box 5307
Madison, WI 53705

VocEd
American Vocational Association, Inc.
2020 North Fourteenth Street
Arlington, VA 22201

Professional Associations

American Association of Community
and Junior Colleges
National Center for Higher Education
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202) 293-7050
Contact: Edmund J. Gleazer, Jr.,
President

American Association of School
Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
Contact: Paul B. Salmon, Executive
Director

American Home Economics
Association
2010 Massachusetts Avenue, NW
Washington, DC 20036
(202) 862-8300
Contact: Barbara Warden, Director
of Public Affairs

American Industrial Arts Association
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4211
Contact: Donald L. Rathbun, Executive
Director

American Personnel and Guidance
Association
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041
Contact: Charles L. Lewis, Executive
Vice-President

American Society for Training and
Development
P O Box 5307
Madison, WI 53705
(608) 274-3440
Contact: Training Resources Center
or P. Kevin O'Sullivan,
Executive Vice-President

American Technical Education
Association
North Dakota State School of
Science
Wahpeton, ND 58075
(701) 671-2240
Contact: Odin Stutrud

American Vocational Association
2020 North Fourteenth Street
Arlington, VA 22201
(703) 522-6121
Contact: Gene Bottoms, Executive
Director

American Vocational Education
Research Association
Minnesota Research and Development
Center
B-12 Fraser Hall - 106 Pleasant
Street, SE
University of Minnesota
Minneapolis, MN 55455
(612) 373-3838
Contact: George Copa, President

Association of Teacher Educators
1701 K Street, NW, Suite 1201
Washington, DC 20006
(202) 223-1068
Contact: Robert J. Stevenson, Executive
Director

National Association for the
Advancement of Black Americans in
Vocational Education
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, MN 55413
Contact: Charles F. Nichols,
President

National Business Education
Association
1906 Association Drive
Reston, VA 22091
(703) 860-0213
Contact: O. J. Byrnside, Jr., Executive
Director

National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4000
Contact: Terry E. Herndon, Executive
Director

National Indian Education
Association
1115 Second Avenue South
Minneapolis, MN 55403
(612) 333-5341
Contact: Phyllis Johnson, Office
Manager

National School Boards Association
1055 Thomas Jefferson Street
Washington, DC 20007
(202) 337-7666
Contact: Thomas A. Shannon, Executive
Director

Information Systems and Networks

Closer Look, National Information
Center for the Handicapped
P O Box 1492
Washington, DC 20013
(202) 833-4160
Contact: Director

Congressional Information Service
7101 Wisconsin Avenue
Washington, DC 20014
(301) 654-1550
Contact: Rick Johnson

Council for Exceptional Children
(CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660
Contact: Lynne Smarte

Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, CO 80295
(303) 861-4917
Contact: Department of Research
and Information
Chris Pipho, Associate
Director

ERIC Clearinghouse on Adult,
Career, and Vocational Education
The Ohio State University
The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655
Contact: Juliet V. Miller, Director

Energy and Education Action Center
U.S. Office of Education
Room 514, Reporters Building
300 Seventh Street, SW
Washington, DC 20202
(202) 472-7777
Contact: Wilton Anderson, Director

Information Bank
1719A, Route 10
Parsippany, NH 07054
(201) 539-5850
Contact: Stephen Adler

Interagency Research Information
System (IRIS)
Social Research Group
George Washington University
2401 Virginia Avenue, NW
Washington, DC 20037
(202) 331-8706
Contact: Maure Hurt, Director

Magazine Index
Information Access Corporation
885 North San Antonio Road
Los Altos, CA 94022
(415) 941-1100
Contact Dick Kollin for information
about Magazine Index For
information from Magazine
Index, contact Information
on Demand

National Center for Education
Statistics
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-8511
Contact Statistical Information
Office

National Clearinghouse for Bilingual
Education
1300 Wilson Boulevard, B 2-11
Rosslyn, VA 22209
(703) 522-0710
Toll Free 1-800-336-4560
Contact Joel Gomez, Director

National Diffusion Network (NDN)
Division of Educational Replication
Office of Educational Research and
Improvement
Room B-448 Transport Building
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-9582 or (202) 245-2243
Contact: Director

National Information Center for Educational Media (NICEM)
National Information Center for Special Education Materials (NICSEM)
University of Southern California
University Park, Research Annex
Los Angeles, CA 90007
(213) 741-6681
Contact: Information Officer

National Referral Center
Library of Congress
Science and Technology Division
Ten First Street, SE
Washington, DC 20450
(202) 287-5670 or 287-5000
Contact John Haas, Referral
Specialist

National Technical Information Service (NTIS)
5285 Port Royal Road
Springfield, VA 22161
(202) 967-3227
Contact David Grooms

Scisearch
Social Scisearch
Institute for Scientific Information
325 Chestnut Street
Philadelphia, PA 19106
(215) 923-3300
Contact James Hofstaedter, Customer Services

Smithsonian Science Information
Exchange (SSIE)
1730 M Street, NW, Room 300
Washington, DC 20036
(202) 381-4211
Contact Rhoda Goldman

Technical Information Systems
U S Department of Agriculture
10301 Baltimore Boulevard
Beltsville, MD 20705
(301) 344-3778
Contact Eugene M. Farkas

University Microfilms International
300 North Zeeb Road
Ann Arbor, MI 48106
(313) 761-4700
Toll Free: 1-800-521-0600
Contact: Larry Block, Marketing
Manager

Women's Educational Equity Communications Network (WEECN)
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3032
Contact: Matilda Butler, Director

Profile

Program Improvement Data Base

Program Improvement Data Base
(RIVE)
National Center Clearinghouse
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655 or toll free
outside Ohio (800) 848-4815
Contact: Wesley E. Budke

The program improvement data base developed at the National Center Clearinghouse carries information about research projects, exemplary and innovative projects, and curriculum development projects administered by state departments of education through research coordinating units. The projects reported are funded under sections 131, 132, and 133 of the Vocational Educa tion Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482).

Emphasis of these projects is on improvement of planning in using resources available for vocational education and manpower training; extending, improving, and where necessary, maintaining existing programs; developing new programs; overcoming sex discrimination and sex stereotyping; and providing part-time employment for needy youths.

Researchers, program planners, curriculum developers, evaluators, teachers, teacher educators, counselors, and administrators can use the data base to maintain current awareness of vocational education program improvement efforts. The data base provides resumes of each project, including project director, organization address, sponsoring agency, and fiscal year funding.

While the data base is not on-line for public use at this time, the National Center Clearinghouse provides access to information contained in the data base through several publications. *Current Projects in Vocational Education—FY 1978. State-Administered Projects* and the report for FY 1979 are available from the Clearinghouse and from ERIC as ED 189 445 and CE 026 372 respectively. Descriptions of projects conducting during FY 1980 and FY 1981 will be included in *Resources in Vocational Education*, available by subscription from the National Center Publications Office and through ERIC.

Other related reports available from the Clearinghouse and from ERIC are listed below. The ERIC accession number is cited in parentheses following the title.

- *Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects* (ED 170 532)
- *Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects* (ED 182 499)
- Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1976 (Parts C, D, I, and J) (ED 138 782)
- *Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J)* (ED 151 611)
- *Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education* (ED 174 781)
- *Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education* (ED 189 362)

For more information about the program improvement data base and other National Center Clearinghouse activities, contact the Clearinghouse director.

How to Order Documents

Documents announced in *Resources in Vocational Education* are available individually from the ERIC Document Reproduction Service. Ordering instructions and price lists are provided below. Please refer to the most recent issue of *Resources in Education* for current pricing information.

ERIC **DOCUMENT REPRODUCTION SERVICE**
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212
OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

ORDER FORM

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education (RIE)
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (PC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE SHIPPING CHARGES**
  (See Charts Below)
- **ENCLOSE CHECK OR MONEY ORDER**
  Payable to EDRS in U.S. Funds. Check must indicate the U.S. transit number of your banks agency.
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: ____________________

____

____

____

BILL TO: ____________________

____

____

____

Date ____________________

Signature ____________________

Title ____________________

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	TOTAL
		MF	PC		
TOTAL NO. OF PAGES				**SUBTOTAL**	
TAX EXEMPT NO. ______		VA RESIDENTS ADD 4% SALES TAX			
		SHIPPING			
DEPOSIT ACCT. NO. ______		**TOTAL**			

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	**Price**
1 to 5 (up to 480 pages)	MF01	$ .83
6 (481-576 pages)	MF02	1.00
7 (577-672 pages)	M F 0 3	1.17
8 (673-768 pages)	M F 0 4	1.34
Each additional microfiche (additional 96 pages)		.17

PAPER COPY (PC)

NUMBER PAGES EACH ED#	PRICE CODE	**Price**
1 to 25	PC01	$1.82
26 to 50	PC02	3.32
51 tó 75	PC03	4.82
76 to 100	PC04	6.32
Each additional 25 pages		1.50

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-3 Microfiche ONLY	4-8 Microfiche ONLY	9-14 Microfiche ONLY	15-18 Microfiche ONLY	19-21 Microfiche ONLY	22-27 Microfiche ONLY	28-32 Microfiche ONLY
$.15	$.28	$.41	$.54	$.80	$.93	$1.06

U.P.S. CHARGES FOR

1 lb. 33-75 MF or 1-75 PC PAGES	2 lbs. 76-150 MF or PC PAGES	3 lbs. 151-225 MF or PC PAGES	4 lbs. 226-300 MF or PC PAGES	5 lbs. 301-375 MF or PC PAGES	6 lbs. 376-450 MF or PC PAGES	7 lbs. 451-525 MF or PC PAGES	8 to 20 lbs. 526-1500 MF or PC PAGES
Not to Exceed $1.14	Not to Exceed $1.45	Not to Exceed $1.76	Not to Exceed $2.08	Not to Exceed $2.39	Not to Exceed $2.70	Not to Exceed $3.02	Not to Exceed $3.33-$7.08

NOTE—Orders for 33 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed

Revised June 1979

ERIC Price Codes

PAPER COPY/HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1 - 25	1.82
PC 02	26 - 50	3.32
PC 03	51 - 75	4.82
PC 04	76 - 100	6.32
PC 05	101 - 125	7.82
PC 06	126 - 150	9.32
PC 07	151 - 175	10.82
PC 08	176 - 200	12.32
PC 09	201 - 225	13.82
PC 10	226 - 250	15.32
PC 11	251 - 275	16.82
PC 12	276 - 300	18.32
PC 13	301 - 325	19.82
PC 14	326 - 350	21.32
PC 15	351 - 375	22.82
PC 16	376 - 400	24.32
PC 17	401 - 425	25.82
PC 18	426 - 450	27.32
PC 19	451 - 475	28.82
PC 20	476 - 500	30.32

ADD $1.50 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NUMBER OF FICHE	PRICE
MF 01	1 - 480	1 - 5	.83
MF 02	481 - 576	6	1.00
MF 03	577 - 672	7	1.17
MF 04	673 - 768	8	1.34
MF 05	769 - 864	9	1.51
MF 06	865 - 960	10	1.68

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES)

AIM/ARM MICROFICHE

To order documents announced in the original publication of the AIM/ARM Project, *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), Fall of 1967 through Volume 9, Number 6, see the individual issues for ordering instructions.

Price lists and ED number for the complete set of AIM/ARM VT—ERIC microfiche are listed below.

AIM Microfiche Sets

Issue		ED Number	Price
Fall	1967	ED 013 339	$12.32
Winter	1967	ED 015 349	25.91
Spring	1968	ED 017 746	35.08
Summer	1968	ED 020 442	33.81
Fall	1968	ED 022 971	24.49
Winter	1968	ED 028 305	26.39
Spring	1969	ED 030 770	35.87
Summer	1969	ED 032 434	54.19
Fall	1969	ED 034 074	44.56
Winter	1969	ED 037 585	36.51
Spring	1970	ED 041 177	30.18
Summer	1970	ED 042 931	33.18
Fall	1970	ED 045 856	30.02
Winter	1970	ED 049 382	24.96
Spring	1971	ED 052 390	38.24
Summer	1971	ED 053 339	35.71
Fall	1971	ED 056 238	51.03
Vol. 5, No. 1		ED 059 407	49.45
Vol. 5, No. 2		ED 062 563	41.71
Vol. 5, No. 3		ED 063 502	41.71
Vol. 5, No. 4		ED 067 490	43.29
Vol. 6, No. 1		ED 069 919	34.13
Vol. 6, No. 2		ED 075 668	9.48
Vol. 6, No. 3		ED 075 685	.47
Vol. 6, No. 4		ED 083 481	43.29

ARM Microfiche Sets

Issue		ED Number	Price
Fall	1967	ED 013 338	$14.38
Winter	1967	ED 015 348	16.75
Spring	1968	ED 016 876	24.17
Summer	1968	ED 019 526	45.50
Fall	1968	ED 022 065	3.48
Winter	1968	ED 027 441	21.80
Spring	1969	ED 030 001	15.80
Summer	1969	ED 031 587	16.91
Fall	1969	ED 033 237	5.37
Winter	1969	ED 036 657	20.0[illegible]
Spring	1970	ED 039 370	22.12
Summer	1970	ED 042 060	20.22
Fall	1970	ED 045 860	48.03
Winter	1970	ED 049 385	26.07
Spring	1971	ED 051 432	24.65
Summer	1971	ED 054 390	12.01
Fall	1971	ED 057 254	15.80
Vol. 5, No. 1		ED 060 223	49.93
Vol. 5, No. 2		ED 062 579	9.80
Vol. 5, No. 3		ED 063 517	21.01
Vol. 5, No. 4		ED 068 733	1[illegible].06
Vol. 6, No. 1		ED 070 816	14.85
Vol. 6, No. 2		ED 076 749	5.21
Vol. 6, No. 3		ED 076 774	4.27
Vol. 6, No. 4		ED 083 482	6.95

AIM/ARM Microfiche Sets

Issue	ED Number	Price
Vol. 7, No. 1 (VT 100 001-100 200)	ED 094 269	$28.44
Vol. 7, No. 2 (VT 100 201-100 400)	ED 094 270	25.75
Vol. 7, No. 3 (VT 100 401-100 600)	ED 094 271	25.44
Vol. 7, No. 4 (VT 100 601-100 800)	ED 094 272	29.86
Vol. 7, No. 5 (VT 100 801-101 000)	ED 095 434	38.39
Vol. 7, No. 6 (VT 101 001-101 200)	ED 096 554	37.13
Vol. 8, No. 1 (VT 101 201-101 400)	ED 101 219	40.13
Vol. 8, No. 2 (VT 101 401-101 600)	ED 103 724	40.13
Vol. 8, No. 3 (VT 101 601-101 800)	ED 108 003	35.08
Vol. 8, No. 4 (VT 101 801-101 950)	ED 109 512	29.07
Vol. 8, No. 5 (VT 101 951-102 200)	ED 114 719	12.32
Vol. 8, No. 6 (VT 102 201-102 400)	ED 119 023	6.00
Vol. 9, No. 1 (VT 102 401-102 600)	ED 120 588	5.37
Vol. 9, No. 2 (VT 102 601-102 800)	ED 123 498	12.96
Vol. 9, No. 3 (VT 102 801-103 000)	ED 127 481	4.42
Vol. 9, No. 4 (VT 103 001-103 200)	ED 130 084	18.49
Vol. 9, No. 5 (VT 103 201-103 400)	ED 131 342	16.59
Vol. 9, No. 6 (VT 103 401-103 600)	ED 133 612	5.69

AIM/ARM VT-ERIC microfiche sets are available:
1) In any complete collection of ERIC microfiche
2) From the ERIC Document Reproduction Service (EDRS)
3) From state research coordinating units which have AIM/ARM VT-ERIC microfiche collections

★ GPO-1981-758-754

How to Order Subscriptions

Single year subscriptions to *Resources in Vocational Education* are available from:

National Center Publications Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Subscriptions are $34 ($36 outside the United States) for six issues and an annual index.

Resources in Vocational Education also is available in ERIC microfiche collections. Accession numbers are listed below.

Volume 10, Number 1	ED 149 015
Volume 10, Number 2	ED 149 026
Volume 10, Number 3	ED 149 017
Volume 10, Number 4	ED 156 893
Volume 10, Number 5	ED 147 539
Volume 10, Number 6	ED 147 612
Annual Index 1977	ED 149 166

Volume 11, Number 1	ED 150 450
Volume 11, Number 2	ED 156 894
Volume 11, Number 3	ED 156 895
Volume 11, Number 4	ED 176 093
Volume 11, Number 5	ED 177 335
Volume 11, Number 6	ED 177 336
Annual Index 1978	ED 176 094

Volume 12, Number 1	ED 176 095
Volume 12, Number 2	ED 176 096
Volume 12, Number 3	ED 176 097
Volume 12, Number 4	ED 181 335
Volume 12, Number 5	ED 181 336
Volume 12, Number 6	ED 182 539
Annual Index 1979	ED 182 540

Resources in Vocational Education is a publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information Systems Division, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655 or toll-free 800-848-4815 within the continental U.S. (except Ohio). ISSN 0095-3784.

Production services for this journal were provided by the Education Service Group, an affiliate of Bibliographic Retrieval Services, Inc., Corporation Park, Building 702, Scotia, New York 12302.